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ABSTRACT

This curriculum guide contains instructional materials for a one- or two-year field-based internship that provides students a background knowledge of child and adolescent development principles and principles of effective teaching practices by allowing students to work under the joint direction and supervision of both a family and consumer sciences teacher and exemplary educators in direct instructional roles with elementary, middle, and/or high school-aged students. Contents include an introduction, the Texas Essential Knowledge and Skills (TEKS) covered; sample course outlines; instructional strategies organized by TEKS, each containing a resource list, detailed instructions for the teacher to implement the curriculum, and suggested Family, Career, and Community Leaders of America activities; blended activities; creative ideas; lists of 12 resource organizations, 18 print resources, and 55 web sites; 149 teaching aids; and 5 program tools. Topics covered include career exploration; teaching skills; child and adolescent development; communication skills; instructional planning and strategies; learning environment; teaching and learning assessment; school-society relationship; technology applications; and continuing professional development. (YLB)

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Ready, Set, Teach! I+II

Curriculum Guide

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FAMILY AND CONSUMER SCIENCES EDUCATION • TEXAS EDUCATION AGENCY • AUSTIN, TEXAS

Ready, Set, Teach! I&II Curriculum Guide

Developed and disseminated by:
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(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

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Ready, Set, Teach! I & II

Ready, Set, Teach! is an innovative course; by definition innovative courses are locally developed and should represent local needs and circumstances. As an innovative course, Ready, Set, Teach! requires district request to the Texas Education Agency for approval. The course description and essential knowledge and skills included in this guide represent portions of an approved application for the Ready, Set, Teach! course, which may be helpful to other districts choosing to submit an approval request.

Course Description

Ready, Set, Teach! is a field-based internship which provides students a background knowledge of child and adolescent development principles as well as principles of effective teaching practices. Students in Ready, Set, Teach!, which can be taken for one or two years, work under the joint direction and supervision of both a family and consumer sciences teacher and exemplary educators in direct instructional roles with elementary, middle, and/or high school-aged students. Students from the class plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers. The students are involved in observations as well as direct student instruction; placement rotations are utilized to allow students to have experiences in a full range of education career roles, grade levels, subject areas, and ability groups. During the course of each week, students enrolled in Ready, Set, Teach! are involved in instruction from the family and consumer sciences teacher as well as involved in supervised field-based observations and applications of principles/practices studied in the class.

Recommended prerequisites: Preparation for Parenting; Child Development

Grade Level: 11-12

Credit: 2-3 credits for year one and 2-3 credits for year two, depending on district preference

Facilities, Equipment, and Resources

The field-based internship arrangements and instructional strategies selected for this family and consumer sciences course will determine equipment and facilities needs. Regardless of specific arrangements, equipment and facilities utilized in development of essential knowledge and skills should represent that in state-of-the-art classrooms in elementary, middle, and/or high school. A customized publication, *Reaching to Teach*, is available from The Curriculum Center for Family and Consumer Sciences as a student text addressing essential knowledge and skills required in teacher preparation courses, including Ready, Set, Teach! The student book consists of chapters that were compiled from multiple books in an effort to bring essential teacher preparation information under one cover for students. Besides the student print resource, acquisition of *Reaching to Teach* also provides access to selected on-line resources that will both enhance and supplement concepts covered in the book. In addition, utilization of a rich variety of up-to-date career preparation resources and technologies, including computers, software, and the information super highway, and hands-on field experiences are critical for enriched instructional effectiveness, relevance, and retention.

Family, Career and Community Leaders of America

Family, Career and Community Leaders of America (FCCLA) activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (e.g., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific family and consumer sciences content are incorporated into the Ready, Set, Teach! course.

Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

FCCLA activities are included as integral parts of instruction within several components of this Curriculum Guide. Each instance is denoted by the FCCLA emblem.

- **Instructional strategies** - FCCLA activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **End of section** - Suggested FCCLA activities are provided in a box at the end of strategies for each TEKS section to generate additional ideas for projects and programs that are relevant to the overall set of essential knowledge and skills, but not tied to a specific strategy.
- **Blended Activities** - FCCLA projects and programs that address Essential Knowledge and Skills from several sections have been included in this section of the Curriculum Guide.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FCCLA Chapter Handbook*. Additional resources helpful to Ready, Set, Teach! teachers and students include publications for various national and state programs, such as *Career Connection, Families First, Power of One, STOP the Violence*, and *Ready, Set, Read!*

How to Use the Curriculum Guide

You will be able to utilize the *Ready, Set, Teach! I&II Curriculum Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the Curriculum Guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness.

INTRODUCTION

Read the Introduction for information specific to the course regarding
- Course Description
- Facilities, Equipment, and Resources
- Essential Knowledge and Skills
- Family, Career and Community Leaders of America

SAMPLE COURSE OUTLINES

Students enrolled in Ready, Set, Teach! receive instruction through two methods – classroom instruction (primarily delivered in a group setting, but also including individualized instruction) and field experiences (which are individualized for students). Suggestions for managing these two methods of instruction are provided in the *Teacher Prep Texas Coordinator Guide*, available from The Curriculum Center for Family and Consumer Sciences.

A detailed outline of the scope and sequence of learning experiences should be developed for the Ready, Set, Teach! course and personally tailored for each student. To assist teachers with this task, sample course outlines for two semesters are provided in the **Sample Course Outlines** section of this Curriculum Guide. The sample outlines are included strictly as one example of how the scope and sequence of learning experiences might be developed. They are intended to serve only as aids to teachers in planning their own instructional outlines to cover essential knowledge and skills for Ready, Set, Teach! I&II.

ESSENTIAL KNOWLEDGE AND SKILLS

The essential knowledge and skills included in this guide represent a portion of an approved application for the Ready, Set, Teach! course. These TEKS have been used effectively by many districts implementing this teacher preparation course and are included as an aid to other districts.

INSTRUCTIONAL STRATEGIES

Instructional strategies have been organized into eleven sections, one for each of the eleven essential knowledge and skills categories for the Ready, Set, Teach! course. Several instructional strategies are provided for each statement of student expectation; for example, for TEKS 1A, ten strategies are suggested (1A1 through 1A10). It is not expected that teachers would use all strategies, but would select from the options those that best meet needs of students and individual circumstances. In addition, teachers will need to determine how to differentiate instruction for students in year one and year two of Ready, Set, Teach! I&II. One reviewer suggestion is to cover topics at a basic level with first-year students and have Ready, Set, Teach! II students perform more time-intensive activities, such as in-depth research.

The **Instructional Strategies** section has been designed to teacher specifications - to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

Section Front Page

The first page of each section lists the essential knowledge and skills that are covered within that section. For example, the section for TEKS 1, Exploring the Teaching Profession, covers five student expectations – TEKS 1A, 1B, 1C, 1D, and 1E.

Resources

The second page of each section lists resources pertinent to each knowledge and skills expectation within that section. Specific references, agencies and organizations, videotapes, and Web sites are listed in abbreviated form. A complete bibliography of all resources, with expanded contact information, is provided under the separate tabbed divider, **Resources**, which is located near the end of the guide.

Notes Column

The Notes column on the outside of each page was designed to provide space for teacher notes and to display information and icons that point out the following:

• where Teaching Aids provided in the guide have been used within the strategies	***TA1 Successful Teachers Need ...***
• strategies which correlate with exit level TAKS objectives and academic principles for reading, writing, mathematics, science, and social studies	TAKS WRITING
• strategies that utilize technology applications	💻
• examples of key questions that focus class discussion and take students to higher levels of learning	***Key Questions***
• opportunities for integration of FCCLA programs and projects within specific strategies	FCCLA

BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass several knowledge and skills expectations. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 144, ***Activity Assessment***, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FCCLA projects and programs that address multiple knowledge and skills expectations.

CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section. It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development. The section also serves as a resource for providing tips on teaching methodology to students.

TAKS OBJECTIVES

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAKS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to teacher preparation content.

RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, periodicals, agencies and organizations, videotapes, and Web sites. This separate tabbed-divider section has also been provided so you can add additional resources that you locate or obtain through professional development sessions.

TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!).

PROGRAM TOOLS

This section contains a miscellaneous assortment of tools that have been compiled from writers and reviewers of the document, which they have recommended as helpful in managing instruction and coordinating field experiences. It is important that you browse through this section to locate items that may save you valuable time, because these items will not be referenced elsewhere in the Curriculum Guide.

Essential Knowledge and Skills: Ready, Set, Teach! I & II

(1) Exploring the teaching profession

The student is expected to:

(A) Determine knowledge and skills needed by teaching professionals;
(B) Demonstrate personal characteristics needed to work in the teaching profession;
(C) Identify qualities of effective schools;
(D) Define a personal philosophy of education; and
(E) Prepare a personal career plan in preparation for a career in the field of education.

(2) Achieving excellence in subject matter

The student is expected to:

(A) Demonstrate subject matter competence;
(B) Analyze the importance of subject matter knowledge and integrated learning;
(C) Demonstrate the continuous development of learning skills; and
(D) Demonstrate teaching skills appropriate for specific students and subject matter.

(3) Understanding the learner and learning process

The student is expected to:

(A) Apply principles and theories of human development to teaching situations;
(B) Apply principles and theories about the learning process to teaching situations;
(C) Demonstrate teacher behaviors and skills that facilitate the learning process; and
(D) Explain the relationship between effective teaching practices and learning differences, learner exceptionality, and special needs conditions.

(4) Communicating effectively

The student is expected to:

(A) Demonstrate effective verbal, nonverbal, written, and electronic communication skills;
(B) Communicate effectively in situations with educators and parents/guardians;
(C) Evaluate the role of classroom communications in promoting student literacy and learning; and
(D) Demonstrate effective communication skills in teaching.

(5) Planning effective instruction

The student is expected to:

(A) Explain the role of the Texas Essential Knowledge and Skills (TEKS) in planning and evaluating instruction;
(B) Explain the rationale and process for instructional planning;
(C) Describe principles and theories that impact instructional planning;
(D) Create clear short and long term learning objectives that are developmentally appropriate for students; and
(E) Demonstrate teacher planning to meet instructional goals.

(6) Developing and using effective instructional strategies

The student is expected to:

(A) Analyze concepts for developing effective instructional strategies;
(B) Determine the influence of student learning needs and subject matter on selection of instructional strategies;
(C) Utilize instructional strategies effectively; and
(D) Utilize learner feedback to guide selection and adjustment of instructional strategies.

(7) Creating an effective learning environment

The student is expected to:

(A) Describe characteristics of safe and effective learning environments;
(B) Demonstrate teacher characteristics that promote an effective learning environment;
(C) Apply classroom management techniques that promote an effective learning environment; and
(D) Describe conflict management and mediation techniques supportive of an effective learning environment.

(8) Assessing teaching and learning

The student is expected to:

(A) Describe the role of assessment as part of the learning process and the teaching profession;
(B) Analyze the assessment process;
(C) Use assessment to foster student learning; and
(D) Utilize assessment strategies to promote personal growth and teaching improvement.

(9) Understanding the relationship between school and society

The student is expected to:

(A) Explain the relationship of school and society;
(B) Support learning through advocacy;
(C) Utilize school and community resources for professional growth; and
(D) Utilize the support of family members, community members, and business/industry to promote learning.

(10) Developing technology skills

The student is expected to:

(A) Describe the role of technology in the instructional process;
(B) Utilize technology applications appropriate for specific subject matter and student needs; and
(C) Demonstrate skillful use of technology as a tool for instruction, evaluation, and management.

(11) Continuing development as a teaching professional

The student is expected to:

(A) Identify strategies and resources for the professional development of educators;
(B) Demonstrate teacher characteristics that promote ongoing professional development;
(C) Use research and assessment to improve teaching; and
(D) Develop a professional growth plan.

Sample Course Outlines

Students enrolled in Ready, Set, Teach! receive instruction through two methods - classroom instruction (primarily delivered in a group setting, but also including individualized instruction) and field experiences (which are individualized for students). Suggestions for managing these two methods of instruction are provided in the *Teacher Prep Texas Coordinator Guide*, available from The Curriculum Center for Family and Consumer Sciences.

A detailed outline of the scope and sequence of learning experiences should be developed for the Ready, Set, Teach! course and personally tailored for each student. To assist teachers with this task, sample course outlines are provided in this section for two semesters of the Ready, Set, Teach! course.

The sample outlines are included strictly as one example of how the scope and sequence of learning experiences might be developed. Outlines are intended to serve only as an aid to teachers in planning their own instructional outlines to cover essential knowledge and skills for Ready, Set, Teach! I&II.

Sample Course Outline: Ready, Set, Teach! First Semester

Week	Learning Experience/Concept	TEKS
1-2	Course introduction and orientation	
	Overview of classroom instruction and field experience components	
	Characteristics of effective teachers	TEKS 1 - Exploring the teaching profession
	Qualities of effective schools	
	Personal philosophy of education	
	Planning for a career in education	
	Professional Portfolio overview and initiation	
3-4	Communication skills	TEKS 4 - Communicating effectively
	Communicating effectively with educators and parents/guardians	
	Role of classroom communications in promoting student literacy and learning	
	Communications activity/project	
5-6	Characteristics of safe and effective learning environments	TEKS 7 - Creating an effective learning environment
	Teacher characteristics that promote an effective learning environment	
7-9	Principles and theories of human development	TEKS 3 - Understanding the learner and learning process
10-11	Principles and theories about the learning process; learning styles	
	Addressing learning differences and special needs conditions	
12	Applying principles and theories	
13-14	Demonstrating subject matter competence	TEKS 2 - Achieving excellence in subject matter
	Continuous development of learning skills	
	Teacher behaviors and skills that facilitate the learning process	
15-17	Teaching skills appropriate for specific students and subject matter	
	Lesson presentations	
18	Teaching Resource Portfolio overview and initiation	

Sample Course Outline: Ready, Set, Teach! Second Semester

Week	Learning Experience/Concept	TEKS
1-2	Role of TEKS in planning and evaluating instruction	TEKS 5 - Planning effective instruction
	Principles and theories of instructional planning	
	Creating short and long-term learning objectives	
3-4	Concepts for developing instructional strategies	TEKS 6 - Developing and using effective instructional strategies
	Influence of student learning needs & subject matter	
	Use of learner feedback to guide selection and adjustment of instructional strategies	
5-8	Developing and implementing instructional strategies for various subject matter areas and grade levels	
9-10	The role of assessment as part of the learning process and the teaching profession	TEKS 8 - Assessing teaching and learning
	The assessment process	
	Using assessment to foster student learning	
	Using assessment to promote personal growth and teaching improvement	
11-12	Application of classroom management techniques	TEKS 7 (cont'd) - Creating an effective learning environment
	Conflict management and mediation techniques	
13	Relationship of school and society	TEKS 9 - Understanding the relationship between school and society
	Supporting learning through advocacy	
	Utilizing school and community resources for professional growth	
	Utilizing support of family members, community members, and business/industry to promote learning	
14-15	Role of technology in the instructional process	TEKS 10 - Developing technology skills
	Technology applications appropriate for specific subject matter and student needs	
	Using technology as a tool for instruction, evaluation, and management	
16-17	Professional development strategies and resources	TEKS 11 - Continuing development as a teaching professional
	Teacher characteristics that promote ongoing professional development	
	Using research and assessment to improve teaching	
	Developing a professional growth plan	
18	Refine personal philosophy of education	
	Present Professional Portfolios and Teaching Research Portfolios	

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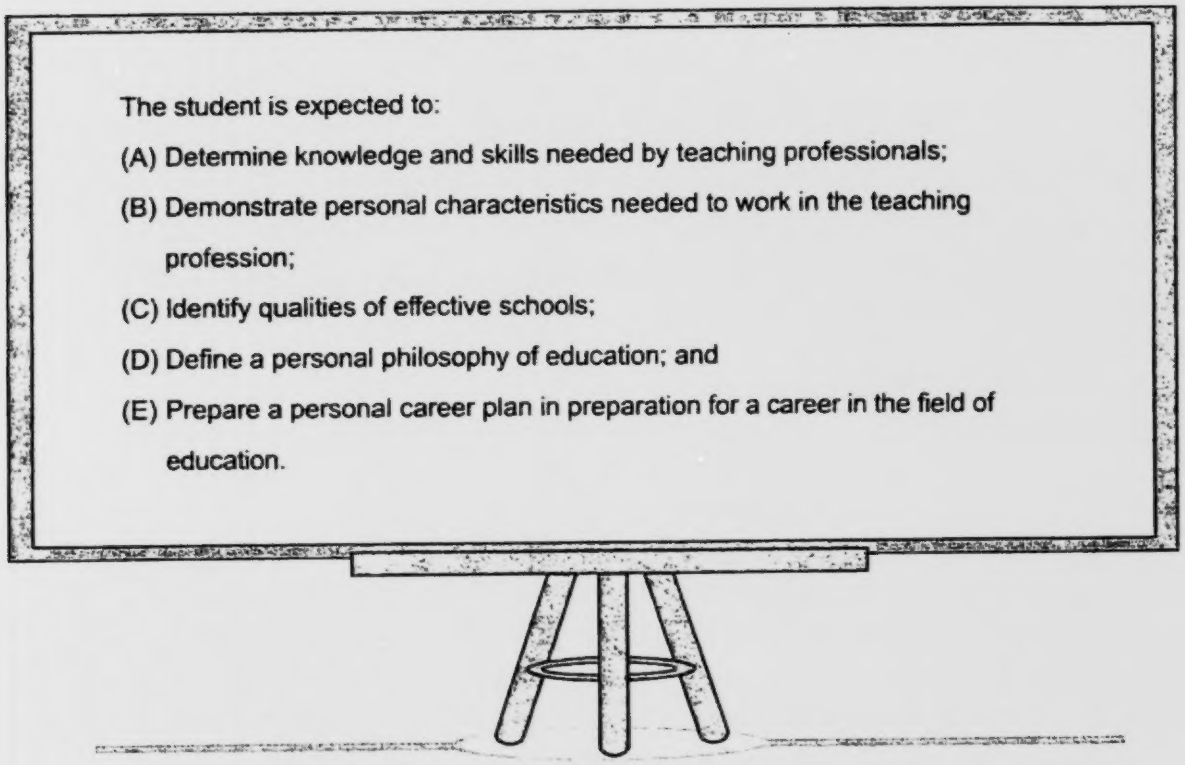
TEKS 1

Exploring the Teaching Profession



The student is expected to:

(A) Determine knowledge and skills needed by teaching professionals;

(B) Demonstrate personal characteristics needed to work in the teaching profession;

(C) Identify qualities of effective schools;

(D) Define a personal philosophy of education; and

(E) Prepare a personal career plan in preparation for a career in the field of education.

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Suggested Resources - TEKS 1

Agency and Organization

American Association for Employment in Education, Inc.
www.aaee.org

Books

Reaching to Teach: Custom Edition compiled to Introduce Secondary Students to Education Careers. Boston, MA: Pearson Custom Publishing. (2002) Available from The Curriculum Center for FCS.

- pages 6-12, Why Do You Want to Teach?
- pages 12-14, What Are the Challenges of Teaching?
- pages 15-22, What Is Teaching Really Like? and What Does Society Expect of Teachers?
- pages 22-25, How Do Good Teachers View Their Work?
- pages 32-35, What Essential Knowledge Do You Need to Teach?
- pages 35-38, What Are Five Ways of Viewing the Teacher Knowledge Base?
- pages 42-47, How Can You Gain Practical Experience for Becoming a Teacher?
- pages 48-49, How Can You Develop Your Teaching Portfolio?
- pages 88-91, Kinds of Curriculum
- pages 160-163, What New Leadership Roles for Teachers Are Emerging?
- pages 176-178, How Will You Become Certified or Licensed to Teach?
- pages 179-184, Where Will You Teach? and How Will You Find Your First Teaching Job?

Teacher Prep Texas Coordinator Guide. (2002) The Curriculum Center for Family and Consumer Sciences.

Publications

American Association for Employment in Education, Inc.
- *Job Search Handbook for Educators*

Copies of campus/district goals and objectives and/or student handbooks

Family, Career and Community Leaders of America
- *FCCLA Career Connection Handbook*

Web Sites

Becoming a Teacher FlexChoice Web Site
www.pearsoncustom.com/ tturtt

Bridging the Educational Scene for Teachers of Tomorrow (BESTT)
www.esc1.net/ttrra/bestt.html

State Board for Educator Certification
www.sbec.state.tx.us

Texas Education Agency
www.tea.state.tx.us/Cate

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1A) The student is expected to determine knowledge and skills needed by teaching professionals.

Note to Teacher: A section on **Blended Activities** is included in this guide. Two recommended projects are a Professional Portfolio, in which students can compile career-related items to use in employment applications and interviews, and a Teaching Resource Portfolio, which is a compilation of teaching resource items and ideas for classroom use now and in the future. If these projects are implemented, students should be reminded throughout the course of appropriate items that may be included in their portfolios.

1A1) Individual Activity/Class Discussion

TA1 Successful Teachers Need...

TAKS READING

Have students read What Essential Knowledge Do You Need to Teach? on pages 32-35 of *Reaching to Teach.* Display Teaching Aid 1, ***Successful Teachers Need...*** Lead a class discussion on specific knowledge and skills needed by teachers within each of the following three categories: knowledge of self and students, knowledge of subject, and knowledge of educational theory and research.

Key Questions

- Why is knowledge of this category essential to being an effective teacher?
- What are examples of specific skills teachers need to apply this knowledge in teaching?
- What are potential results of not possessing adequate knowledge of the category?
- How can a prospective teacher gain knowledge in each of the three categories?

TAKS WRITING

Field Experience

Have students ask their field-site teachers to list specific skills a teacher needs under each of the three categories of knowledge and, for each skill, to suggest how that skill can be developed. Have students turn in written lists and suggestions, and lead them to share findings with the class.

1A2) Class Discussion/Group Activity

Share with students the following statement from page 35 of *Reaching to Teach*: "The complexities of teaching make it difficult to describe in exact detail the knowledge base on which teaching as a profession rests." Lead students to discuss why this difficulty exists.

TAKS READING

Have students read What Are Five Ways of Viewing the Teacher Knowledge Base? on pages 35-38 of *Reaching to Teach.* Divide the class into five groups. Have each group further research one of the five sections and then present their elaborated findings to the class. Students may refer to Web links cited in the text for additional information where applicable.

TAKS READING

1A3) Internet Research/Visual Display

Assign students to research requirements for the education field. The Texas State Board for Educator Certification Web site at *www.sbec.state.tx.us* provides information about becoming a teacher in Texas. Have students visit the SBEC site, go to Certification Information, and read How to Become a Teacher in Texas. Print a copy of How to Become a Teacher in Texas, and have students prepare a display of the information provided. Students may add pertinent information to their portfolios for future reference.

1A4) Internet Activity/Research

Refer students to the information on pages 36-37 of *Reaching to Teach* regarding state standards established to identify what new teachers should know and be able to do. Point out that part of the process of becoming a teacher in Texas is passing the appropriate teacher certification tests for the subject and grade level to be taught. In Texas, the State Board for Educator Certification (SBEC) has created many new sets of standards for beginning educators in entry-level positions. These standards are focused upon the Texas Essential Knowledge and Skills (TEKS) and reflect current research on developmental stages and needs of children from Early Childhood through Grade 12. Once developed, all new standards will then be used in development of test frameworks for new Texas Examinations of Educator Standards (TExES). The TExES program will replace the current testing program, the Examinations for the Certification of Educators in Texas (ExCET), in stages over the next several years.

TAKS READING

Assign students to research the SBEC Web site at *www.sbec.state.tx.us* to obtain information about the new educator standards. Assign each student a specific area for which standards are listed on the Web site; assignments may be random or may reflect the level and subject area in which students have expressed interest. Have each student print out a copy of the assigned standards and then summarize the knowledge and skills required of beginning teachers in that area. Keep copies of the various standards on display or file for students to access in future activities.

1A5) Guest Speaker/Class Discussion

If possible, have a high school counselor or an advisor from a college or university speak to the class about preparation for the field of education. As an additional resource person, invite a current college education major to class to discuss course work and preparation requirements.

TAKS READING

TAKS WRITING

Instruct students to read the section, How Will You Become Certified or Licensed to Teach?, on pages 176-178 of *Reaching to Teach*. Have students outline the certification process. Lead a class discussion on the information the students obtained in completing their assignments.

- What is a teaching certification?
- What is required to receive a teaching certificate?
- How should a teacher remain up-to-date on requirements for the state certification?
- What is an alternative certification?
- What is an emergency certification?

Key Questions

1A6) Guest Speaker/Class Discussion

Ask a family and consumer sciences teacher to share with students the reasons for being interested in entering the field of Family and Consumer Sciences Education and the preparation and educational requirements necessary to receive a Texas teacher certification in family and consumer sciences. Point out that there are several teacher education institutions in Texas that offer teacher certification programs in family and consumer sciences. These may be located through the Texas Education Agency Web site (go to *www.tea.state.tx.us/Cate* and then go to Family and Consumer Sciences, Teacher Education and Certification Contacts). Many of the courses necessary for obtaining Family and Consumer Sciences Texas teacher certification are now offered as Web-based courses through the Family and Consumer Sciences Distance Education Alliance. Lead students to discuss advantages of such initiatives.

1A7) Group Activity/Visual Display

Based on the preceding activities, lead students to develop a class listing of knowledge and skills needed by teaching professionals. Have students work in groups to develop a visual (i.e., brochure, PowerPoint, poster) that highlights essential knowledge and skills for teachers. Lead students to determine ways to share the displays as part of an FCCLA project.

TAKS SOCIAL STUDIES

1A8) Individual Activity/Written Exercise

Have students share with their field-site teachers the class listing of knowledge and skills needed by teaching professionals. Have students collaborate with their field-site teachers to target specific knowledge and skills on which to work and to identify field experience opportunities for observing, developing, and practicing those knowledge and skills as appropriate. Instruct students to prepare a written plan for working on the targeted knowledge and skills and to record progress made throughout the course through a chart or journal. **Note:** This could be done as an FCCLA Career Connection or Power of One Project.

Field Experience

1A9) Written Activities/Group Activity

Point out that one important skill for teachers is in the management of multiple roles. Most first-year teachers are amazed at how tiring

TAKS WRITING

teaching can be. Lead students to list reasons a teacher would need management skills on a personal level. Assign students to write a paper describing how management skills would affect the classroom.

Divide the class into small groups. Using small balls or oranges, have groups attempt to juggle. Begin with one ball and have the students toss the ball back and forth between hands. Add a second ball and see if the student can juggle the two balls. If possible, add a third ball. Continue adding balls until the student is no longer able to continue juggling. Tell students that this activity is similar to the balancing act that a teacher has to do every day. A teacher wears many "hats" in a school and needs to be skilled at juggling the many roles. Ask students to list different roles a teacher has to assume, both at school and in the community. Suggestions include: a parent; a caregiver for an aging parent; a volunteer in organizations; a business partner in another business; and a facilitator for different groups.

TA2 Examples of Roles

Distribute Teaching Aid 2, ***Examples of Roles.*** Have students complete the activity from a teacher's perspective, considering the impact on a teacher. Lead a class discussion on multiple roles of teachers.

Key Questions

- How do these different roles impact a teacher?
- How can a teacher successfully balance all these different roles?
- Why is the ability to manage multiple roles an essential skill needed by a teaching professional?

1A10) Class Discussion/Written Activity

TA3 Sample Stress Management Techniques

In conjunction with managing many roles, a teacher must have the skill to manage stress. Distribute Teaching Aid 3, ***Sample Stress Management Techniques.*** Divide the class into small groups. Assign each small group one of the stress management techniques. Ask the small groups to present to the class how this technique would assist a teacher in managing stress.

TA4 Sample Stress Management Considerations

TAKS SOCIAL STUDIES

Have students read Teaching Aid 4, ***Sample Stress Management Considerations.*** Allow students time to complete the stress management self-evaluation, considering how they would rate themselves on the various statements. Allow student volunteers to share their impressions with the class. Lead students to compare and contrast how a student shows stress versus how a teacher exhibits signs of stress.

Field Experience

Lead students to discuss juggling different roles in the classroom with the field-site or other teacher. Have students request suggestions from the field-site teacher for juggling multiple roles. Lead students to share suggestions with the class. Create a class compilation of ideas for managing multiple roles that students can keep in their Teaching Resource Portfolios.

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1B) The student is expected to demonstrate personal characteristics needed to work in the teaching profession.

1B1) Class Discussion/Visual Display

Distribute Teaching Aid 5, ***Guidelines for Successful Teaching***. Ask different students to read each guideline. Lead a class discussion on the meaning of each guideline and the characteristics a teacher would need to possess in order to implement the guideline. Have students choose one of the guidelines for successful teaching and prepare a visual display. Arrange for visuals to be displayed in the classroom or other location, such as a teachers' lounge.

TA5 ***Guidelines for Successful Teaching***

TAKS READING

1B2) Brainstorming Activity/Class Discussion

Ask students to think of teachers they have had who made a positive impact on them and to think of specific characteristics that contributed to the effectiveness of those teachers. As students take turns sharing characteristics of effective teachers, have a student volunteer list the characteristics.

Compare the class list with Teaching Aid 6a, ***Positive Characteristics for a Classroom Teacher***. Lead students to discuss and define each characteristic. Compare answers to definitions on Teaching Aid 6b. Direct students to record beside each characteristic reasons why it would be important for a teacher to demonstrate this characteristic in the classroom.

TA6a-b ***Positive Characteristics for a Classroom Teacher***

1B3) Pair Assignment/Class Discussion

Have students use Teaching Aid 7, ***Positive Characteristics = Positive Effects***. Assign each student to choose five characteristics desired for a teacher from the previous activity. Direct the student to describe to a partner the effect the characteristic would have on the classroom and on learning. As pairs share responses, lead a class discussion on the importance of positive personal characteristics in teachers.

TA7 ***Positive Characteristics = Positive Effects***

- Why are positive personal characteristics important for a teacher?
- What would a classroom be like if the teacher had poor or negative personal characteristics?
- How can positive characteristics be developed and cultivated in future teachers?

Key Questions

Note: This activity could be expanded into a STAR Event on Interpersonal Communications.

FCCLA

TAKS SCIENCE TAKS READING

Field Experience

1B4) Research/Interview

Have students read the section, What New Leadership Roles for Teachers Are Emerging?, on pages 160-163 of *Reaching to Teach.* Lead a class discussion on what personal characteristics would be necessary to fulfill these roles. Refer students again to the list of leadership activities on page 162. Assign students to interview their field-site or other teachers to learn what similar leadership activities the field-site teacher performs. Have students record and report their findings to the class.

Key Questions

- In the examples of new leadership roles teachers are being asked to fulfill, what personal characteristics are needed to fulfill these roles?
- How could a teacher develop or strengthen such interpersonal skills?

1B5) Class Discussion/Written Exercise

Point out to students that teachers must have the personal characteristic of working well with others because a teacher is required to work in a team situation with other teachers, either teaching subject matter together or working together as a team in a grade level. Lead a class discussion on the importance of interpersonal and team member skills for teachers.

Key Questions

- How do you think a teacher could be described as a *team player*?
- Who would be the other *players* with a teacher?
- What interpersonal skills would a teacher have to possess? Why?
- How would modeling of teamwork by a teacher affect students?
- What personal characteristics are required to be a team player?

TAKS WRITING

Assign each student to produce a creative written product that highlights the importance of interpersonal and team member skills for teachers. Examples include an essay, scenario of a day in the life of a teacher, mock newspaper article, etc.

1B6) Visual Display/Interview/Group Activity

TA8 Characteristics of Effective Team Members

Distribute Teaching Aid 8, ***Characteristics of Effective Team Members***. Divide the class into small groups. Assign a characteristic to each small group. Have each small group create a visual display illustrating how the characteristic could help make a teacher more effective. Have students illustrate the characteristic from the viewpoint of teacher to teacher and also teacher to student.

TA9 Interpersonal Relationship Skills

TAKS SCIENCE

Field Experience

Distribute Teaching Aid 9, ***Interpersonal Relationship Skills***. Have students interview two different teachers, including the field-site teacher, using the interview sheet. Practice a mock interview with the students before the actual interview occurs. After completion of the interview, lead class members to share their findings with the rest of the class.

Distribute Teaching Aid 10, ***Tips for Building a Successful Relationship with Administrators***. Divide the class into small groups. Assign each group one of the successful relationship tips. Have the group explain to the class how the tip would aid a teacher in the classroom. Have students demonstrate the tips through example. The activity can be enhanced by inviting an administrator to the classroom to go over Teaching Aid 10 with students. Ask the administrator to explain the school district's policies.

TA10 Tips for Building a Successful Relationship with Administrators

1B7) Class Discussion/Group Activity

Instruct students to brainstorm why ethical conduct is an important personal characteristic needed to work in the teaching profession. Distribute Teaching Aid 11, ***Teacher Characteristic: Ethical Conduct***. Lead a class discussion on how high ethical standards would create a better teacher.

TA11 Teacher Characteristic: Ethical Conduct

TAKS SOCIAL STUDIES

- What does the word ethics mean?
- How do ethics impact the teaching profession?
- What are the consequences for a teacher who does not have a high ethical standard?

Key Questions

Using Teaching Aid 11, ***Teacher Characteristic: Ethical Conduct***, divide the class into small groups. Assign each group one of the words describing ethics and one of the ethics quotes. Lead students to describe class situations in which a teacher would apply the ethical characteristic. Expand the activity by having students role play selected situations.

1B8) Group Activity/Scenarios

Point out that various teacher licensing/certification agencies require adherence to a code of ethics. In Texas, the Code of Ethics and Standard Practices for Texas Educators may be found on the Web site for the State Board for Educator Certification at *www.sbec.state.tx.us* (see Professional Discipline, then Code of Ethics).

TAKS READING

TAKS WRITING

Print a copy of the Code of Ethics and Standard Practices for Texas Educators and make copies for classroom use. Divide the following sections of the standards among groups of students to read and explain to the class:

- Statement of Purpose
- Standard I. Professional Ethical Conduct, Practices and Performance
- Standard II. Ethical Conduct Toward Professional Colleagues
- Standard III. Ethical Conduct Toward Students

Have students work in groups to write scenarios depicting situations where teachers would have to make ethical decisions related to various standards. Lead students to share and discuss the scenarios.

Field Experience

Note: Students might obtain input from field-site teachers regarding ethical practices they commonly are called upon to exercise.

1B9) Class Discussion/Interview

Lead a class discussion as to why appropriate grooming, appearance, and etiquette would be important personal characteristics in the teaching profession. Lead students to cite specific examples of practices that would promote appropriate grooming, appearance, and etiquette for those employed in education.

TA12 Grooming and Personal Appearance

Field Experience

Distribute Teaching Aid 12, ***Grooming and Personal Appearance***. Lead students to elaborate on each guideline and examine how each would make for a more effective, influential teacher. Have students interview their field-site teachers or school principal to obtain suggestions regarding desirable grooming and appearance traits for teachers in the classroom, including appropriate dress. Lead students to share and compile responses into a list of suggestions (i.e., Do's and Don'ts) for future teachers.

1B10) Brainstorming/Class Discussion

TAKS READING

Lead students to identify challenges of teaching; have them complete the following statement, "Teachers face many challenges, such as..." Refer students to What Are the Challenges of Teaching? on pages 12-15 of *Reaching to Teach*. Lead students to brainstorm and elaborate on personal characteristics that would be an asset in facing each of the identified challenges of teaching. Following are examples of challenges that are cited in the text:

- Classroom management and increasing school violence
- Social problems that impact students
- Need for family and community support
- Long working hours and job stress
- Gaining professional empowerment

1B11) Individual Activity/Class Discussion

TAKS READING

TAKS SOCIAL STUDIES

Assign students to read Reality 4: The Impact of Teachers' Attitudes on pages 18-19 of *Reaching to Teach*. Lead students to analyze the importance of teachers' attitudes in relation to personal characteristics needed to work in the teaching profession. Lead a class discussion about the personal characteristic of teacher attitude, using the following quote:

> *A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.* Sir Rabindranath Tagore

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1C) *The student is expected to identify qualities of effective schools.*

1C1) Internet Search

TAKS READING

TAKS SOCIAL STUDIES

Have students conduct an Internet search to locate and print out examples of mission statements, goals, and objectives established by various school districts. These will reflect qualities determined by these districts as essential for effective schools. Have students report their findings to the class. Lead students to compile and categorize results in a composite listing of qualities of effective schools.

TA13 Attributes of Effective Schools

As a class, compare the qualities listed to the nine attributes shown on Teaching Aid 13, ***Attributes of Effective Schools***. Lead a class discussion on qualities of effective schools.

Key Questions

- What qualities of effective schools relate to student success?
- How are parents involved in the effectiveness of schools?
- How do campus policies relate to effectiveness of schools?
- What roles do various educational personnel play in school effectiveness?
- In what way is technology related to effective schools?

1C2) Guest Speaker

TAKS SOCIAL STUDIES

Invite a school administrator or school board member to speak to the class about ways the local school district works to ensure quality of education in its schools. Ask the speaker to bring copies of mission statements, goals, objectives, or other policy statements that present the district's philosophy toward ensuring effective schools.

Ask the speaker also to explain to students how schools are held accountable by the state. In Texas, this would include an explanation of the statewide Academic Excellence Indicator System (AEIS), under which districts and campuses are assigned ratings each year. Base indicators under AEIS include student performance on the Texas Assessment of Knowledge and Skills (TAKS) in reading, writing, mathematics, science, and social studies; and annual dropout rates. Additional indicators are used for supplementary campus and district recognition.

Work with students in advance to prepare questions for the speaker, and provide these questions to the speaker prior to the visit. Examples of questions include the following:

- What qualities has our local campus/district established to indicate school effectiveness? (i.e., campus/district mission statements, goals, or objectives)
- Who determines those qualities?
- What roles do administrators play in ensuring that our campus/district achieves school effectiveness?

- What roles do teachers play in achieving school effectiveness?
- What steps does our campus/district take to meet the statewide accountability requirements?
- What was our campus/district's report card on the last accountability rating?

Field Experience

As a follow-up activity, have students ask their field-site teachers how they are impacted by accountability requirements at the state, district, and campus levels. For instance, how is each teacher held accountable for student performance on statewide testing? How do individual teachers work to lower the dropout rate? In what other ways do teachers work to ensure school quality and effectiveness?

1C3) Visual Display/Class Discussion

TA14 Strategies for Making Schools More Effective

TAKS SOCIAL STUDIES

Distribute copies of Teaching Aid 14, ***Strategies for Making Schools More Effective***. Note that the four strategies shown are ways to build qualities of effective schools in relation to student achievement, delivery of instruction, school organization, and external support.

Divide the class into four groups. Assign each group one of the strategies as listed on the teaching aid. Have each group create a visual display to portray the assigned strategy. Have each group display and explain the strategy. Lead a class discussion on how the strategy would lead to a more effective school.

Key Questions

- How would it impact instructional decisions if an effective school believed that *all* students can learn?
- What is authentic pedagogy? (See pp. 66-67 of *Reaching to Teach.*)
- Why do students need to learn *how* to think? How would this process be achieved?
- Why do effective schools use collaboration?
- How does teacher collaboration make for a more effective school?
- Why is external support in the areas of finance, technical equipment, and the political arena important for effective schools?

1C4) Research/Class Discussion

TA15 Areas of Established Policy in Effective Schools

TAKS WRITING

TAKS READING

TAKS SOCIAL STUDIES

Point out that school effectiveness begins with a clear and focused mission, which is translated into well-established policies that provide clear guidance in essential aspects of campus life. Using the student code of conduct or similar manual, have students select areas that have established policy. If the manual is not available, have students choose from topics such as those listed on Teaching Aid 15, ***Areas of Established Policy in Effective Schools***. Assign students to conduct a written mini-research project on one of the topics, explaining the policy and the positive and negative consequence of policy enforcement. Have students report results of their research in class. Lead a class discussion on how established policy builds a more effective school.

Key Questions

- How do specific policies increase school effectiveness?
- What would a school be like if there were no established policies?
- Why is it important that the key policies be in written form and distributed to the parents in the first days of school?
- How would written policy protect a teacher or a school?
- How do policies protect students and parents?

1C5) Guest Speaker/Interview

Invite a school administrator to explain to the class how school policy impacts a school's effectiveness. Provide time for questions and answers related to school district and campus guidelines for discipline and guidance.

TAKS SCIENCE

Field Experience

Assign students to interview their field-site teachers concerning discipline and guidance. Lead students to formulate interview questions in class. Following are sample interview questions:

- How do you communicate the district's discipline policy in your classroom?
- How does the discipline policy increase the effectiveness of your classroom?
- What specific techniques and practices have you found to be most effective?
- How do student differences impact the effectiveness of various practices?

TAKS WRITING

Remind students to thank the teachers for their time. Following the interviews, have students report results of their interviews, both in writing and orally to the class. Expand the activity by having students write related true-false statements for a written test.
Note: Suggestions related to discipline and guidance could be compiled and added to each student's Teaching Resource Portfolio.

1C6) Written Activity/Class Discussion

Display the following quote:
On education, too many American children are segregated into schools without standards, shuffled from grade to grade because of their age, regardless of their knowledge. This is discrimination, pure and simple, the soft bigotry of low expectations. And our nation should treat it like other forms of discrimination. We should end it." George W. Bush–Republican Nomination Acceptance Speech

TAKS WRITING

Have students evaluate the quote in relation to an effective school. Instruct students to rewrite the quote in their own words. Lead students to compare responses.

Lead a class discussion on how understanding the quote could impact the attributes of an effective school.

Key Questions

- How can an ineffective school be a form of discrimination?
- What does it say about a school's effectiveness if students are passed from grade to grade without achievement of learning objectives?
- What is the meaning of "soft bigotry of low expectations" and how would low expectations affect a school's effectiveness?

1C7) Group Activity/Class Discussion

TAKS READING

Point out that one quality of an effective school is the proper implementation of curriculum. Have students read the section on Kinds of Curriculum on pages 88-91 of *Reaching to Teach*. Divide the class into four groups. Assign each group one of the four kinds of curriculum listed:

- explicit
- hidden
- null
- extracurricular/co-curricular curriculum

Direct each group to examine each kind of curriculum. Have each group report findings. Using the information reported, lead a class discussion listing positive and negative aspects of each kind of curriculum.

Key Questions

- Which kind of curriculum would most benefit which types of students?
- How would the kind of curriculum influence whether a school is effective or not?
- What is the importance of extracurricular activities?
- How much control or choice of curriculum do school districts have in Texas?

1D) The student is expected to define a personal philosophy of education.

1D1) Class Discussion

Read to students the introduction to Chapter 1, on pages 3-4 of *Reaching to Teach*. (Or have students listen to the Audio Clip on the FlexChoice Web site for *Becoming a Teacher*.) At the end of the introduction several questions are listed that might be asked in a job interview for a teaching position. The first two, "Why did you choose to become a teacher?" and "What is your philosophy of education?" are foundational to the decision to pursue teaching as a career. Lead a class discussion on the significance of defining a personal philosophy of education.

Key Questions

- What is a philosophy of education?
- Why is it important for someone who wants to teach to develop a personal philosophy of education?
- What influences a person's personal philosophy of education?
- What is included in a philosophy of education?
- How might one's philosophy of education change over time?

1D2) Written Activity/Visual Display

Give each student a 5" x 7" index card on which to answer the following question: "Why do you want to teach?" Lead students to share and discuss various responses. Tell students to save their cards to use in finishing the activity.

TAKS READING TAKS WRITING

Have students read pages 6-12, Why Do You Want to Teach?, in *Reaching to Teach*. Considering their original reasons written on the cards, as well as information from their reading, instruct students to write an essay explaining why they want to teach. Have student volunteers share their essays with the class.

Lead class members to develop a visual display that cites reasons for entering the teaching profession.

1D3) Interviews/Class Discussion

TAKS READING TAKS WRITING

Have students read pages 12-22 from *Reaching to Teach*, which includes What Are the Challenges of Teaching?, What is Teaching Really Like?, and What Does Society Expect of Teachers?

Field Experience

Assign students to interview their field-site teachers or other master teachers to ask related questions such as the following:

- What do you consider the greatest challenges of teaching?
- What suggestions do you have for meeting these challenges?
- What do you think society expects of teachers?
- Are these expectations realistic? Explain.

Guide students in sharing interview responses. Lead a class discussion on information shared.

Key Questions

- Why is it important for prospective teachers to consider challenges as well as rewards they are likely to encounter? (Point out the second paragraph under What Are the Challenges of Teaching? on page 12 of *Reaching to Teach*.)
- How does this awareness influence one's philosophy of education?

TAKS WRITING

Expand the activity by having students use interview responses as the basis for writing a newspaper article on one of the topics covered.

TAKS READING

1D4) Group Activity

Have students read pages 22-25, How Do Good Teachers View Their Work?, in *Reaching to Teach.* Ask each student to select one or two of the described modes of teaching with which they most closely identify. Group students with others who selected the same mode(s). Instruct each group to elaborate reasons for their choice and to explain the satisfaction a teacher would achieve from viewing his or her profession from this perspective. Have students describe teachers they have observed who seemed to share the same perspective.

TAKS SOCIAL STUDIES

1D5) Visual Display/Group Activity/Written Activity

Refer students back to the discussion in Strategy 1D1 regarding a personal philosophy of education. In preparation for writing an initial draft of their own philosophies of education, assign students to gather examples of educational philosophies and compile them in a visual display. For example, students might find examples through the following sources and print each one to post on a bulletin board.

- Look in resources for examples of philosophies of education.
- Conduct an Internet search for examples; many school districts post their district philosophy on their Web site. Some examples may have been found in the search for examples of mission statements, goals, and objectives in Strategy 1C1.
- Interview teachers or administrators to ascertain their personal philosophies of education.

Have students work in groups to build models, using interlocking blocks, that represent principles within each student's own philosophy of education. Have students explain their models. Examples from one teacher's activity include the following:

- Multi-colored towers - "All children are different but come together for a good education."
- Steps leading to the door - steps to the children's futures
- Model of keys - power of education to unlock children's minds
- Model of a heart - importance of a caring, loving environment at school, especially for children who may feel unloved at home

TAKS WRITING

Assign each student to write a personal philosophy of education. Explain that the philosophy should be a written statement, probably several paragraphs, that conveys the individual's personal understanding of the purpose of education and how that individual sees her or his role as an educator. Encourage students to write a first draft, seek input from the teacher-coordinator and/or field-site teacher, and then complete the personal philosophy. Note that a philosophy of education, especially at this exploratory point in their pursuit of an education career, is a "work in progress." Students should include their philosophy of education in their Professional Portfolios, because they will likely be asked about their personal philosophy in a job interview. Reassure students that they may periodically review and revise their personal philosophy of education as they gain experience and insight.

A*

1E) The student is expected to prepare a personal career plan in preparation for a career in the field of education.

1E1) Brainstorming/Individual Activity

Lead students to brainstorm steps that would help them develop a personal career plan in preparation for a career in the field of education. Examples might include those shown on Teaching Aid 16, ***Planning for a Career in Education.***

TA16 ***Planning for a Career in Education***

Have students work in groups to determine specific ways they might implement each step to get a head start on a career in education. For instance, they might review their graduation plans with the high school counselor to see if their remaining course options are those most suited to prepare for postsecondary course work. They might look into options that could provide articulated credit.

Ask each student to list steps toward a personal career plan. Explain that the remaining activities in this section will enable them to build and expand those steps.

1E2) Research/Class Discussion

TAKS READING

Explain to students that part of a personal career plan is the preparation involved in securing employment. Have students read pages 179-184 of *Reaching to Teach,* which covers Where Will You Teach? and How Will You Find Your First Teaching Job?

TAKS MATH

Have students conduct additional research on current supply and demand for educators. Two potential sources of information are the Texas Education Agency Web site at *www.tea.state.tx.us* and the *Job Search Handbook for Educators* (most recent edition). Work with students to prepare a graphic depicting the supply and demand outlook for education professionals.

Lead students to discuss each of the five steps described in the section, Where Will You Find Your First Teaching Job?, with emphasis on what students can begin to do now to prepare for a future job search.

Key Questions

- Where can information on teaching vacancies be located?
- What is the role of personal networking in finding a job?
- What information should a resumé for educators contain?
- What is the purpose of a letter of inquiry? a letter of application? What should be included in each?
- How can a job candidate prepare for an interview?
- What factors should be considered before accepting an offer of employment?

1E3) Educational Tour/Internet Activity

Point out that job fairs, either at the university level or local schools, provide one means of locating jobs. If a job fair is available, arrange for an educational tour to a job fair. Discuss with students in advance what items, such as a resumé, cover letter, credentials (teaching certification), transcript, and other related materials may be needed.

Another alternative is to have students participate in a Virtual Job Fair (VJF), which is an on-line opportunity for job seekers to view job openings and submit resumés on-line for a limited period of time. Students can conduct an on-line search for Virtual Job Fairs or contact local career services centers for additional information. The Web site of the American Association for Employment in Education (*www.aaee.org*) currently references a national VJF for K-12 educators. Additional information on VJFs may be found in the *Job Search Handbook for Educators*, available from the American Association for Employment in Education.

FCCLA

Lead students to use resources from the FCCLA Career Connection handbook to complete additional activities related to securing employment. The section, LINK UP to Jobs, includes information and activities related to finding and securing a job.

1E4) Professional Portfolio

State that more and more teacher candidates are also taking a Professional Portfolio to the job interview. A portfolio for a first time teacher candidate could include any work experience with students, showing examples of practical application in the classroom or working with students.

Have students read the section on How Can You Develop Your Teaching Portfolio?, on pages 48-49 of *Reaching to Teach*. Lead a class discussion on the various uses for a teaching portfolio, as listed on page 49 of *Reaching to Teach*. Instruct students to categorize information that should be included in a teaching portfolio. Direct students to research information on the Internet to assist in the creation of a portfolio, including development of electronic portfolios.

TAKS WRITING TAKS READING

Field Experience

Have students work with the field-site teacher in preparing a Professional Portfolio. Examples of work with which students assisted in the field-site classroom would be a part of the portfolio. This project would extend throughout field-site experiences and would need to be introduced to the field-site teacher at the beginning of the field experience. See additional information provided in the **Blended Activities** section.

1E5) Class Activity

Provide students with background on the topic of credential files. A *credential file* contains such items as letters of recommendation, transcripts, a resumé, and teaching certificate(s). Employers are requesting to see the credential file prior to employment and/or verification of the credentials as a condition for employment. Show students an example of a credential file, possibly obtained from the business teacher or other resource. Student volunteers could assist with preparation/compilation of the example file, perhaps as an FCCLA Career Connection project.

1E6) Group Activity/Role Play

Also related to a personal career plan is preparation for a job interview. Point out to students the importance of the actual job interview. If written information, such as the resumé and cover letter, submitted for application are impressive, then the interview could be the determining factor as to whether a candidate receives the job. Point out the importance of anticipating potential questions and practicing responses prior to the interview.

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES

Divide the class into small groups. Instruct groups to construct sample interview questions for interviewing a potential teacher candidate. Encourage groups to search references and the Internet for sample interview questions. The *Job Search Handbook for Educators* provides informative sections on job interviews. Assign each group one of the following main categories of questions:

1. Background experience, including education
2. Motivation for teaching
3. Personal discipline/management policy
4. Skills for teaching
5. Behavioral questions, such as "Explain a difficult situation you have faced in the classroom, how you handled it, and what you would do differently should it occur again."

Write selected questions on the board. Ask student volunteers to model for the class appropriate responses during an interview. Students may fabricate information to answer some questions in order to have an answer to situations not yet experienced. The student being interviewed should also ask questions of the interviewer. **Note**: This strategy could be implemented within the context of planning for a STAR Event Job Interview competitive event.

1E7) Brainstorming/Demonstration

Lead students to brainstorm possible questions a person interviewing for a teaching job might appropriately ask the interviewer. Categories for questions for the teacher applicant could include school information; job assignment and resources to use; class size; salary and benefits; and school employment policies. After questions are completed, pair students for the purpose of conducting a mock interview. Feature one pair for the whole class. Discuss examples of questions that would not be appropriate during an interview.

TAKS WRITING TAKS READING

Have students read the section, Participating in a Job Interview, on page 184 of *Reaching to Teach*. If possible, visit the Web site for Sample Interview Questions for Candidates to Ask, and have students practice mock interviews using the seventeen questions listed. As an alternative, divide the class into small groups and assign groups to develop possible interview questions. **Note**: The *Job Search Handbook for Educators* has informative sections on Behavioral Interviewing for Educators, Interview Questions to Answer and Ask, and Guidelines for Pre-employment Interview Questions.

1E8) Guest Speaker

Invite a school principal or representative from the human resources department to address the question, "What do you look for in a teaching applicant?" Ask the speaker to include suggestions regarding applications and interviews that would increase the applicant's chances of getting hired.

1E9) Internet Search

TAKS READING

Point out to students that on-line resources for locating jobs and applying on-line are becoming increasingly popular. Job availability and contact information on-line can save time when applying for a job. Note that a personal interview is usually conducted before the teacher is hired.

Instruct students to search on-line for teaching jobs, specifying location desired, level of teaching, and subject area. Have them print examples of application forms and other pertinent information to share with the class. Lead students to share their findings, and allow students to exchange information on searches and sites that students might want for future reference.

Note: Caution students that use of on-line employment services may be subject to fees, commissions, and/or placement charges. Also, privacy statements for using some sites state that information submitted by persons using the site (i.e., persons applying for jobs) may be shared with third parties, used for advertising purposes, posted on the Internet, etc. Discuss with students, or invite a district technology teacher/specialist to discuss safety and privacy issues related to Internet use.

1E10) Group Activity

Point out that a vital part of the personal career plan is the inclusion of practical experience. The initial phase of the practical experience is the Ready, Set, Teach! class. Have students read the section, How Can You Gain Practical Experience for Becoming a

TAKS READING

Teacher?, on pages 42-47 of *Reaching to Teach*. Divide the class into six groups. Assign each group one of the following six methods listed for gaining practical experience for becoming a teacher:

1) Classroom Experiences
2) Student Teaching
3) Multicultural Settings
4) Induction and Internships Programs
5) School-Based Teacher Education
6) Substitute Teaching

Have each group answer the following questions concerning each method and share results.

Key Questions

- Who may be involved in this method?
- Under what parameters would this experience be possible?
- When in the personal career plan would this experience occur?
- Where is this experience made possible?
- How does a student go about initiating this experience?
- What requirement would need to precede this experience?

1E11) Written Activity

TAKS READING TAKS WRITING

Tell students that a vital part of the personal career plan includes preparing a professional resumé, as well as letters of inquiry and application. Assign students to read Preparing Your Resumé and Writing Letters of Inquiry and Applications on page 183 of *Reaching to Teach*. Ask students to bring examples of resumés they may have completed in other courses, or show examples of resumés and cover letters.

Instruct students to prepare a resumé and letter of application using the guidelines in the text. The items can be included in students Professional Portfolios for future job applications. **Note**: Additional information on Effective Resumés for Educators may be found in the *Job Search Handbook for Educators*, available from the American Association for Employment in Education.

1E12) Written Activity/Personal Career Plan

TAKS WRITING

Referring back to Strategy 1E1, as well as additional strategies conducted in this section, have students refine and expand their personal career plans in preparation for a career in education. Each student should prepare a written plan that denotes steps to take and provides a means of recording actions towards accomplishment of each step. Provide opportunity for students to obtain feedback from their field-site and/or teacher-coordinators.

Explain that such a plan is not "written in stone," and can be modified as circumstances and student interests might change. However, it should provide a clear sense of direction at this point in time for pursuing a career in education.

FCCLA ACTIVITIES

- FCCLA Career Connection: All Units
- Power of One: A Better You, Working on Working
- STAR Events: Interpersonal Communications, Job Interview
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

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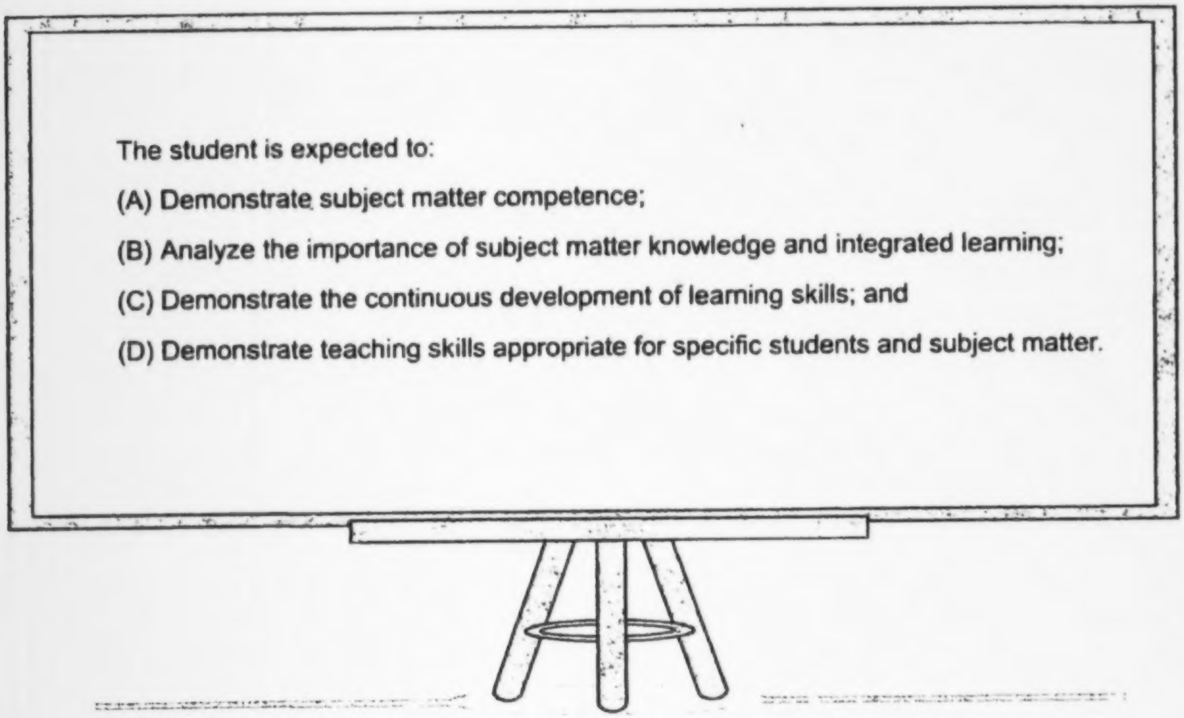
A*

TEKS 2

Achieving Excellence in Subject Matter



The student is expected to:

(A) Demonstrate subject matter competence;

(B) Analyze the importance of subject matter knowledge and integrated learning;

(C) Demonstrate the continuous development of learning skills; and

(D) Demonstrate teaching skills appropriate for specific students and subject matter.

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Suggested Resources - TEKS 2

Book

Reaching to Teach: Custom Edition compiled to Introduce Secondary Students to Education Careers. Boston, MA: Pearson Custom Publishing. (2002) Available from The Curriculum Center for FCS.

- page 34, Knowledge of Subject
- pages 84-113, Chapter 4: Developing and Implementing the Curriculum
- pages 207-209, Developmentally Appropriate Content
- pages 209-211, Real-Life Themes and Thematic Curriculum Organization

Publication

The Curriculum Center for Family and Consumer Sciences

- *Ready, Set, Read! Coordinator Guide*

Web Sites

Becoming a Teacher FlexChoice Web Site
www.pearsoncustom.com/tturtt

Bridging the Educational Scene for Teachers of Tomorrow (BESTT)
www.esc1.net/ttrra/bestt.html

Ready, Set, Read!
www.tea.state.tx.us/Cate/fcs/readyset.html

Texas Education Agency: 19 TAC Chapter 74 Handbook, Texas Curriculum Requirements
www.tea.state.tx.us/teks/handbook/index.html

A*

2A) *The student is expected to demonstrate subject matter competence.*

2A1) Class Debate/Interview

Divide the class into groups, and give each group one of the following written statements:

- If I know how to teach, I can effectively teach anything to anyone.
- In order to teach effectively, I must have a strong knowledge of the subject matter that I am teaching.

Ask each group to list points that support their assigned statement. Have groups take turns sharing their points, and lead a class discussion on the importance of subject matter knowledge in effective teaching. Point out that, to some extent, there is truth in both statements. Knowing basic principles about teaching and learning, and knowing developmental principles of learners, equip a teacher to teach multiple subject areas at a basic level. However, knowledge of subject area is essential in conducting effective lessons and is especially critical with advanced content. While no teacher is expected to be an "expert" on every area taught, a teacher must be prepared and have strong knowledge of the subject matter in order to teach the subject effectively.

Key Questions

- What steps should a teacher take to be competent in a particular subject matter?
- What are the dangers of a teacher with little competence teaching in that subject matter?
- How would a teacher being competent in a subject matter increase ability to make the more subject interesting for the student?
- In what ways can a teacher continue to become more and more competent in a subject area?

TAKS SCIENCE

Field Experience

Have students interview experienced teachers, including field-site teachers, to find out: (1) how education and training provide the subject-matter basis for teaching in an area of certification; and (2) how a teacher can gain essential knowledge of subject matter when assigned to teach a course outside the teacher's major area of expertise.

2A2) Individual Activity

TAKS READING

TAKS WRITING

Explain to students that the title of *teacher* conjures up the supposition of an expert in the particular subject matter. While a teacher is not expected to know everything there is to know about a particular subject, competence in the subject matter is expected. Assign students to read Knowledge of Subject on page 34 of *Reaching to Teach.* Using the definition of extensive knowledge of subject matter by the National Board for Professional Teaching Standards, have students answer the following questions related to subject matter competence:

1. Why does subject matter competence entail more than being able to recite dates or rules?
2. From the reading, what does pedagogical content knowledge mean?
3. What must a teacher possess in addition to subject matter competence?

2A3) Brainstorming/Class Discussion

TA17 Required Curriculum

Lead students to brainstorm the various subjects that are taught in public schools, based on the courses that have been offered in schools they have attended. Provide students with a copy of Teaching Aid 17, ***Required Curriculum***, which shows curriculum content required in Texas public schools. Explain that the content areas shown have been legislated as required under the Texas Administrative Code, Chapter 74, Subchapter A. Lead students to discuss the variety of content areas.

Key Questions

- What curriculum areas are included in the foundation curriculum?
- Why do you think these areas are classified as "foundation"?
- What curriculum areas are included in enrichment curriculum?
- Why do these areas enrich students' education?
- What programs are included in Career and Technology Education?

2A4) Class Discussion/Writing Activities

Point out to students that their educational experience up to this point has included instruction in both foundation and enrichment curriculum, providing opportunity to gain subject matter competence in a variety of content areas. Their instructional experiences, achievements, and natural aptitudes have likely led to greater instructional competence in some subjects than in others. By analyzing their competence in various areas, students can both identify areas of strength in which they might choose to focus an education career and identify areas of weakness that need improving in order to be an effective teacher.

TA18 Subject Matter Competency Rating

TAKS WRITING

Using Teaching Aid 18, ***Subject Matter Competency Rating***, as a guide, have students rate their perceived subject matter competence in various content areas. Note that this is only a tool to help them identify areas of greatest strength and areas where improvement is needed. For each foundation area rated Fair or Weak, have students prepare a written plan with suggestions for improving competence in that subject matter.

2A5) Individual Activity

Have students obtain copies of their high school graduation plans. For the courses already taken, have students fill in the grades made. Ask students to analyze how the graduation plan will enhance their subject matter competence. Following are sample questions for them to consider:

- What courses are included in your graduation plan?
- Why is each important?
- In which subjects do you feel most competent?
- How can you maximize learning in the remaining courses to build competence in those subjects?

2A6) Demonstration

Have each student select a content area in which to demonstrate subject matter competence. It may be an area in which a student feels strong, but it may also be an area in which a student wants to improve subject matter competence. It should be a subject that is taught in the student's field-site classroom during their scheduled field experiences. With guidance from the field-site teacher, assign students to plan a brief lesson for teaching a concept within that subject area to learners at the grade level of their field-site classroom. Students should first study to master the concept themselves, and then prepare the lesson to teach it to learners.

Field Experience

Following their lesson presentation, have students complete Teaching Aid 19, ***Demonstrating Subject Matter Competence***. Space is provided at the bottom for comments from the field-site teacher. Lead students to share their experiences and discuss how preparation and actual teaching of a concept helps to increase personal knowledge and subject matter competence. **Note**: Teaching Aid 19 can be used for additional activities throughout the course as students demonstrate and build subject matter competence.

TA19 Demonstrating Subject Matter Competence

A*

2B) The student is expected to analyze the importance of subject matter knowledge and integrated learning.

2B1) Group Activity

Provide students with the following quote:

> *"Many schools of education have continued business as usual, focusing heavily on pedagogy, when the evidence cries out that what future teachers need most is a deeper understanding of the subject they'll be teaching, of how to monitor student progress, and how to help students who are falling behind."*
>
> Secretary of Education, Rod Paige, 2002

Divide the class into groups. Instruct each group to analyze the statement and prepare to explain its meaning to the class, in their own words, and the implications it has on them as future teachers. Have groups present their analyses and interpretations to the class. The following questions may be used as a guide:

- What is pedagogy? Why is it an important focus in schools of education?
- Why might pedagogy be given heavier focus than knowledge of specific subject matter?
- Why is a deeper understanding of the subject necessary in order for teachers to monitor student progress effectively? to help students who are falling behind?
- How would future teachers obtain this deeper understanding?

2B2) Research/Presentation

TAKS READING

As preparation for strategies in TEKS 2B, 2C, and 2D, have students complete the Pretest on page 87 of *Reaching to Teach* and then read Chapter 4, Developing and Implementing the Curriculum. Answers to the pretest may be found on the FlexChoice Web site.

Divide the class into groups to prepare a lesson presentation that clarifies sections of the chapter for classmates. Information for the lessons may come from the assigned reading, from the referenced Web links on the FlexChoice Web site, and from other resources. Encourage students to use visuals and interactive experiences to engage their classmates in the lessons. Examples of topics include the following:

- Define *curriculum*. Explain what is meant and give examples of explicit curriculum, hidden curriculum, null curriculum, and extracurricular/cocurricular programs.
- Explain the difference between student-centered curriculum and subject-centered curriculum. At what levels of education and in what subjects is each most typical?
- Define *integrated curriculum*. Explain the benefits of integrated curriculum and give examples.
- Explain how various factors influence curricula taught in schools. Examples cited in Chapter 4 include social issues, changing interests and values, and textbook publishing.
- Summarize reforms that have affected the content of curriculum in America's schools since the colonial period. Emphasize recent thrusts, such as the core curriculum and performance-based education.

2B3) Interview/Class Discussion

Ask students under what circumstances they learn the most and remember longest what they have learned. Point out that concepts learned in a meaningful context, rather than in isolation, are retained longer - especially when they are applied or put to use. Lead students to list characteristics of *integrated curriculum*, which is closely related or synonymous to *interdisciplinary curriculum* or *thematic instruction*. Examples include the following:

- concepts are not taught in isolation, but tied to a meaningful context

- replicates the "real world," where knowledge is not divided into isolated disciplines
- draws from different subject-matter areas that relate to a central theme
- helps learners put concepts in perspective, making them easier to remember

Field Experience

Assign students to interview their field-site teachers to find out
(1) examples of integrated learning the teachers have used,
(2) results of the integrated learning experiences, and
(3) ways the integrated learning experiences have been structured (i.e., two teachers engaged in team teaching, a six-week thematic unit across several courses).
Note: It will be more meaningful to have examples from various grade levels. If multiple grade levels are not represented in field-site placements, have some students interview additional teachers to fill in the gaps.

TAKS WRITING

Have students write a report of their findings, including answers to each of the above questions. As students share their reports, lead a class discussion on integrated learning/thematic instruction.

- What are examples of integrated learning teachers used in elementary school? in middle school? in high school?
- What kinds of results were achieved?
- In what ways did teachers implement integrated learning?
- How does use of integrated learning differ across grade levels? Why?
- Why do you think 89 percent of elementary teachers believe that an integrated curriculum is the "most effective" way to present curriculum?

2B4) Individual Activity

TAKS READING

TAKS WRITING

Point out that integrated learning may be accomplished through an identifiable focus or major thrust that suggests a real-life application. Have students read the sections on Real-Life Themes and Thematic Curriculum Organization on pages 209-211 of *Reaching to Teach*. Assign each student to think of three thematic topics appropriate for that student's field-site classroom. In at least one of the examples, have students incorporate use of technology.

Have students write out their suggestions, including the following information for each of the three topics:
- What is the thematic topic?
- Why would this topic be of current interest or relevance to the learners? (State the grade level of learners in the classroom.)
- What subjects would be incorporated in teaching the thematic topic?

TAKS MATH

TAKS SOCIAL STUDIES

Lead students to share their suggestions with the class. Compile a chart by grade level and subject area listing the examples of thematic topics. This chart may be used when students are preparing unit plans or in making connections across content disciplines.

2B5) Class Discussion/Group Activity

Write the following phrase on the board, and lead students in a discussion of what it means in relation to authentic learning: *Authentic learning connects the known to the new.*

TA20a-b Relating Topics to Multiple Subject Areas

Distribute Teaching Aid 20a, ***Relating Topics to Multiple Subject Areas***. Examine how the topic of drinking alcohol can be covered in many different disciplines.

Divide the class into groups, and challenge groups to come up with different lessons or subject areas that could be covered in several different disciplines. They may use Teaching Aid 20b as a model. Lead groups to share their ideas with the class.

2C) The student is expected to demonstrate the continuous development of learning skills.

2C1) Class Discussion/Interview

Ask a student volunteer to portray a smug attitude and read the following statement to the class:
"I am an expert in __________ (whatever subject). I have had many courses on the subject, I know all there is to know, and I don't have to spend time on trying to learn more about this particular subject."

Have students respond to the statement, and lead a class discussion on the importance of continuous learning - even in a subject in which one possesses great knowledge.

Key Questions

- Why is the assumption expressed in the statement off base?
- Even when a person has a strong background in a specific subject, why is continual learning necessary?
- What kind of a teacher would a person such as this "expert" be? Why?

Instruct each student to interview a teacher who has been out of school for at least ten years (possibly their field-site teacher) to ask the following questions:

- How has the content in one of your strongest subjects changed since you were in high school?

- Why does content in a specific subject matter area not remain constant?
- How have you kept up with content changes in your discipline?

As students share the responses they obtained, reinforce the importance of continuous learning throughout life - especially for a teacher in a specific subject. With information changing at such a rapid pace, fueled by new discoveries and new technologies, it is impossible to rest on an outdated knowledge base. If that were possible, textbooks would not have to be reprinted every few years.

2C2) Class Discussion/Written Exercise

Refer students back to Strategies 2A4 and 2A5, where they analyzed their perceived competence in various subject matter areas and suggested ways for improving competence. Lead students to list ways they can develop their subject matter competence during the Ready, Set, Teach! course. Examples might include the following:

- Complete all Ready, Set, Teach! class work conscientiously.
- Observe teachers and learners to learn content and good teaching practice.
- Participate in field experiences which provide interaction and teaching practice with learners.
- Work harder in all academic courses to master content knowledge they might one day be teaching.
- Participate in volunteer activities related to teaching and learning.
- Participate in FCCLA activities, such as Ready, Set, Read!

Field Experience

FCCLA

Lead students to list additional ways that a teacher can develop subject matter competence over a lifetime. Examples might include the following:

- Read books, newspapers, or other periodicals on relevant topics.
- Watch educational programs on television.
- Complete college course work.
- Travel.
- Practice through experiences, such as mentoring, student teaching, or other interactions with learners.
- Obtain classroom teaching experience.
- Associate informally with others in the field.
- Participate in continual professional development (i.e., formal seminars or training sessions, taking summer courses, participation in professional associations, reading, searching the Internet).

TAKS WRITING

Instruct each student to write a letter to herself or himself stressing the importance of working continually to develop and maintain updated subject matter competence. The letters should include specific goals, for both now and the future. Have students keep the letters in their Teaching Resource Portfolios. They will refer to them again in the study of TEKS 11 related to continuing professional development.

2C3) Guest Speaker/Visual Display

TAKS WRITING
TAKS READING

Lead students to define *literacy*. Point out that language arts skills, centering on the ability to read and write, are tools through which students learn in other areas of the curriculum. For this reason, attaining a minimum level of literacy is extremely important in our society. For individuals who aspire to be teachers, language arts skills are essential in mastering subject matter content, learning pedagogy (how to teach), and being able to communicate acquired knowledge to learners.

Invite a language arts teacher to speak to the class about the importance of reading and writing for personal and social growth and the achievement of excellence in all subject matters. Ask the speaker to summarize the process of reading skill development and describe the nature and possible causes of reading and writing difficulties. Most importantly, ask the speaker to suggest ways students in the class can promote their own ongoing independent development of reading and writing skills.

Instruct students in advance to take notes on the presentation. Afterwards, have students take turns sharing what they learned from the speaker. Guide the class to compile suggestions into a visual display that promotes ongoing development of reading and writing skills for adolescents and adults. **Note:** The suggestions and display could be shared with other students as an FCCLA project.

2C4) Project/FCCLA

TA21a-b Ready, Set, Read!

Have students participate in an FCCLA Ready, Set, Read! project activity. These activities could range from direct involvement in literacy development interactions with children, to direct involvement in family literacy development activities, to organizing/working with a community-based reading initiative. Teaching Aids 21a-b, ***Ready, Set, Read!*** provide an overview of the Ready, Set, Read! literacy initiative. Additional information, resources, teaching aids, and activity ideas are available on the Web site at *www.tea.state.tx.us/Cate/fcs/readyset.html* or in the *Ready, Set, Read! Coordinator Guide*, which is available from The Curriculum Center for Family and Consumer Sciences. Ideas for blended activities under the Ready, Set, Read! project are included in the ***Blended Activities*** section.

A*

2D) *The student is expected to demonstrate teaching skills appropriate for specific students and subject matter.*

Note to Teacher: Teaching skills appropriate for specific students are also addressed in strategies for TEKS 3 and TEKS 6.

2D1) Brainstorming/Written Activity

Review with students the three types of knowledge cited as essential for effective teaching on Teaching Aid 1, ***Successful Teachers Need...*** Display Teaching Aid 22, ***Teaching Skills Must Be Appropriate***, and emphasize that teaching skills must be appropriate for specific students and for subject matter taught.

TA1 Successful Teachers Need...
TA22 Teaching Skills Must Be Appropriate

Students have previously discussed the variety of subject areas; Teaching Aid 17, ***Required Curriculum***, provides a review. Based on educational experiences in various classes, lead students to brainstorm how teaching skills vary among different subject matter areas.

TA17 Required Curriculum

Next, lead students to brainstorm the ways in which students assigned to a teacher may vary. Use a visual, such as various kinds of apples, to prompt students to cite differences among students; for example, students differ in gender, age, ethnicity, and educational and experiential background. Some are gifted, some have learning disabilities. Some are fluent in English, some speak English as a second language. Students have different learning styles. Record examples of differences on the board or overhead. Then ask students how teaching skills might need to be varied in order to teach various learners most effectively.

TAKS SOCIAL STUDIES

Based on the discussion, assign students to create a written product with the theme "Teaching Skills Must Be Appropriate." For instance, students might write an essay, create an article in newspaper or magazine format, or prepare a PowerPoint presentation. Lead students in sharing examples of products with the class.

TAKS WRITING

2D2) Group Activity/Presentation

Divide the class into groups, and assign each group a subject area from those listed on pages 101-111 of *Reaching to Teach*. Subject areas in the passage include:

- Reading and Writing
- Mathematics
- Science and Technology
- Social Studies
- Foreign Languages
- The Arts
- Physical Education
- Vocational-Technical Education

TAKS READING
TAKS WRITING
TAKS MATH
TAKS SCIENCE
TAKS SOCIAL STUDIES

Assign each group to analyze trends in the subject area assigned to them and how those trends impact teaching skills needed by teachers. In addition to the assigned passage, students may refer to additional references and resources, including the Internet. Also have students interview at least one teacher in the subject area for additional input.

TA23 Subject Area Trends

Instruct each group to prepare a presentation for teaching their classmates what they learned in their analysis and research. Encourage the use of technology and visuals. In addition, have each group fill out Teaching Aid 23, ***Subject Area Trends***, for their assigned subject. Keep the completed sheets on file or on display for students' future reference.

2D3) Written Activity

TAKS WRITING TAKS READING

Field Experience

On page 103 of *Reaching to Teach*, within the section on Reading and Writing, are listed twelve suggestions for developing children's language/linguistic abilities. Referring to this list, have students write specific ideas for implementing in the field-site classroom each of the suggestions. Have students share their ideas with the class, "popcorn style" (each student stands up and shares one at a time). At the appropriate time, with approval from the field-site teacher, have students implement selected activities with learners in their field-site classrooms.

2D4) Group Activity/Presentation

TAKS READING

Restate that in order to achieve excellence in subject matter, teaching skills must be appropriate for both specific students and subject matter. Have students read the section on Developmentally Appropriate Content, on pages 207-209 of *Reaching to Teach*. Divide the class into three groups. Assign each group of students one of the basic developmental characteristics in educational planning. Have each group present an explanation of the assigned developmental characteristic.

Lead a class discussion on how each characteristic would affect teaching skills for specific students and subject matter.

Key Questions

- If young children tend to learn best from stories and games that have clearly established meanings, how should this impact teaching skills?
- What are the characteristics of concrete thinkers?
- How do formal thinkers operate?
- Why is it important to be able to connect abstract knowledge?
- Why is it important that the thinking happens in stages or is sequential in the way it occurs?

2D5) Field Experience

TAKS WRITING

Field Experience

Instruct students to work with their field-site teachers to plan and implement a field experience through which each student can demonstrate teaching skills appropriate for specific students and subject matter. Have students prepare and submit a written plan that describes the specific subject matter, describes characteristics of the specific learners to be taught, states activities to be conducted in the experience, and describes appropriate teaching skills targeted for demonstration. After students have implemented their planned field experience, have them submit a written evaluation of the activity. Lead students to share some of their experiences, with emphasis on what they learned and what they might do differently next time.

2D6) FCCLA Project

Lead students to participate in an FCCLA project to mentor elementary students. For example, one Ready, Set, Teach! class mentored third-grade classes to help third-graders pass the TAKS reading test. Students worked with third-grade teachers to select appropriate books and activities to encourage reading. The FCCLA chapter planned an after-school workshop for all third-graders, where learners rotated to four 15-minute sessions with various activities that promoted reading knowledge and skills.

S tudents
T o
A ccelerate
R eading
S kills

FCCLA ACTIVITIES

- Ready, Set, Read!
- STAR Event: Chapter Service Project promoting individual and/or family literacy
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

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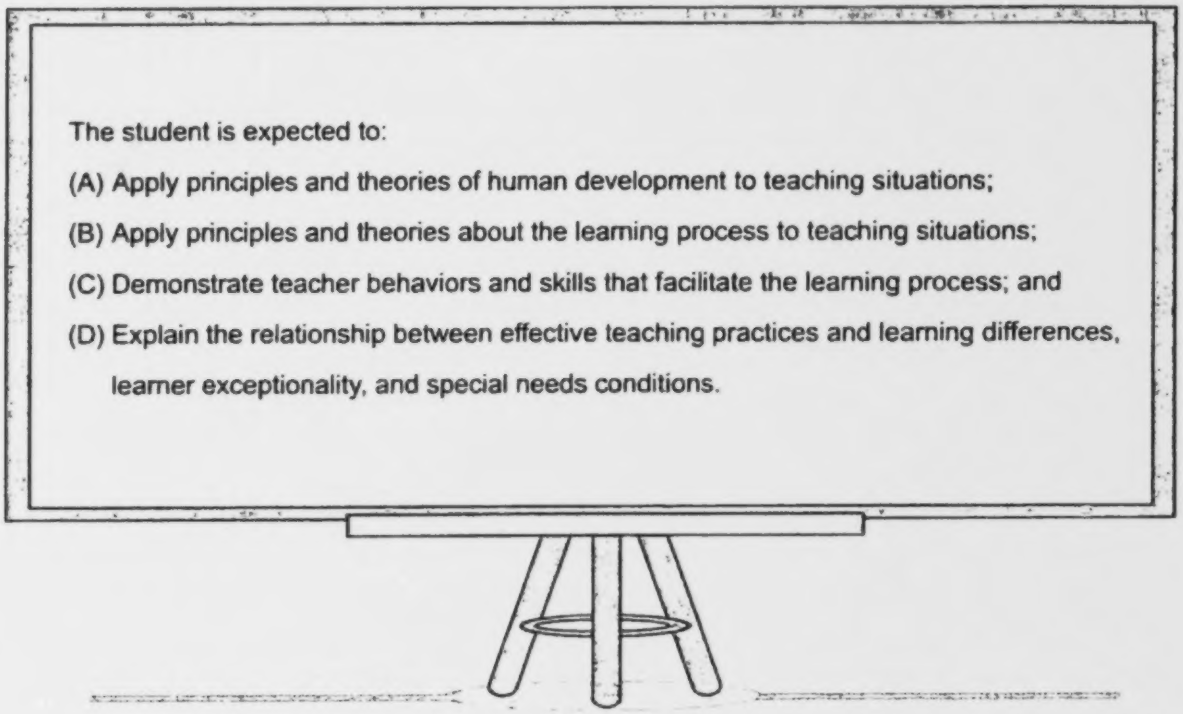
TEKS 3

Understanding the Learner and Learning Process



The student is expected to:

(A) Apply principles and theories of human development to teaching situations;

(B) Apply principles and theories about the learning process to teaching situations;

(C) Demonstrate teacher behaviors and skills that facilitate the learning process; and

(D) Explain the relationship between effective teaching practices and learning differences, learner exceptionality, and special needs conditions.

BEST COPY AVAILABLE

Suggested Resources - TEKS 3

Book

Reaching to Teach: Custom Edition compiled to Introduce Secondary Students to Education Careers. Boston, MA: Pearson Custom Publishing. (2002) Available from The Curriculum Center for FCS.

- pages 34-35, Knowledge of Methods for Applying Educational Theory and Research
- pages 72-76, What Teaching Methods Do Effective Teachers Use?
- pages 306-307, Adapting Instruction for Students With Special Needs
- pages 359-360, Parallel development charts
- pages 364-373, How Do Students' Needs Change as They Develop?
- pages 375-377, Multiple Intelligences and Learning Styles
- pages 378-384, How Do Students Vary in Ability and Disability?
- pages 384-389, What Are Special Education, Mainstreaming, and Inclusion?
- pages 389-394, How Can You Teach All Learners in Your Inclusive Classroom?

Publication

The Curriculum Center for Family and Consumer Sciences

- *The Cornerstone: Learning Styles and Learning Success*

Videotapes

The Curriculum Center for Family and Consumer Sciences

- *Adolescence: Cognitive and Moral Development*
- *Adolescence: Current Issues I*
- *Adolescence: Current Issues II*
- *Adolescence: Physical Growth and Development*
- *Adolescence: Social and Emotional Development*
- *Middle Childhood: Cognitive & Language Development*
- *Middle Childhood: Physical Growth and Development*
- *Middle Childhood: Social and Emotional Development*
- *Practical Applications of Brain-Based Learning*
- *Theories of Development*
- *Understanding Learning Disabilities*
- *Why Can't Michael Pay Attention?*

Web Sites

Becoming a Teacher FlexChoice Web Site	*www.pearsoncustom.com/tturtt*
Funderstanding	*funderstanding.com/theories.cfm*
LD OnLine	*www.ldonline.org*
Ready, Set, Read!	*www.tea.state.tx.us/Cate/fcs/readyset.html*
Texas Center for Bilingual/ESL Education	*www.tcbee.org*
Texas Cooperative Extension Service (Family Life, Child Care, Resources: Ages and Stages Series. Also links to Web resources.)	*fcs.tamu.edu*
Texas Education Agency	*www.tea.state.tx.us/curriculum*
University of Northern Iowa	*www.uni.edu/coe/inclusion*

A*

3A) *The student is expected to apply principles and theories of human development to teaching situations.*

Note to Teacher: The way students learn is impacted by all aspects of development, including physical, emotional, social, and cognitive. TEKS 3A focuses on theories related to physical, emotional, and social development. Because TEKS 3B covers the learning process, theories related to cognitive development will be stressed to a greater extent in that section.

3A1) Group Activity/Presentation

Point out that while each individual is unique in many ways, each tends to follow certain predictable patterns. These predictable patterns of growth and development are called *principles of development.* While principles of development do not fit any one individual exactly, knowledge of these general developmental guides can help teachers know what to expect of learners and plan appropriate instruction.

Distribute Teaching Aid 24, ***Principles of Growth and Development.*** Lead a class discussion on each principle.

1. Growth and development are gradual and continuous.
2. Growth and development are constant.
3. Growth and development occur at different rates.
4. Growth and development occur in sequence.
5. Growth and development have interrelated parts.

TA24 Principles of Growth and Development

Divide the class into five groups. Assign each group one of the five numbered boxes on the teaching aid. Have each group write supporting statements for their assigned principle and then create a visual display illustrating their statements. Allow each group to present the visual to the class. Lead a class discussion building on students' presentations, with focus on the question in the sixth box.

TAKS WRITING

- Why is it important for teachers to understand the predictable patterns of growth and development?

Key Question

3A2) Research/Videotape

Display Teaching Aid 25, ***Modern Developmental Theorists.*** Instruct each student to select one of the theorists; guide selections so that all are covered. Have students use information from *Reaching to Teach,* child development references, or the Internet to write a brief explanation of the developmental theory. Ask students to summarize their research on cards. Create a display containing summaries of each theorist.

TA25 Modern Developmental Theorists

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

TAKS WRITING

Have students view a videotape that overviews theories of development, such as *Theories of Development*. The video, *Theories of Development*, focuses on the fact that theories often force caregivers and educators to look at only "parts" rather than the child as a "whole." The videotape should lead to a discussion about how theories have impacted education. Have students write a reflection of the videotape.

3A3) Research/Presentation

Write the following four categories of development on the board or overhead: physical, emotional, social, and cognitive. Divide the class into groups, with each group assigned one of the following age groups:

- preschool (3-6)
- elementary (6-12)
- adolescence (12-19)

Where possible, have students work with the age group most representative of the field-site learners with whom they will interact.

TAKS SOCIAL STUDIES TAKS READING

Have students research physical, emotional, social, and cognitive characteristics of learners in their assigned age groups. They may refer to reference books and the Internet. The parallel development charts on pages 359-360 of *Reaching to Teach* provide a concise summary of changes. Instruct each group to prepare a presentation to teach their classmates about the developmental characteristics of learners in their assigned stage. Have students include ways teachers can apply knowledge of those characteristics to teaching situations. Encourage use of visuals and technology as students prepare presentations.

TA26 Observing Learners at Different Stages of Development

TAKS SCIENCE

Field Experience

Have students observe learners in their field-site classrooms, or make arrangements for them to observe at another appropriate location, for examples of various types of development that have been discussed in class. Instruct each student to complete their assigned section of Teaching Aid 26, ***Observing Learners at Different Stages of Development***. For example, a student observing middle-school learners would fill in Physical, Emotional, Social, and Cognitive Development examples in the row for Elementary (6-12). Lead students to compile a class chart from different students' observations at the three age levels.

3A4) Videotape/Written Exercise

TA27 Physical Development of Preschoolers

TAKS SOCIAL STUDIES

Display Teaching Aid 27, ***Physical Development of Preschoolers***. Lead students to discuss the physical tasks shown on the teaching aid and suggest related learning activities that teachers might use to promote learning in preschoolers.

Have students view videotapes on physical development in school-age children and adolescents, such as *Middle Childhood: Physical Growth and Development* and *Adolescence: Physical Growth and Development*. Following the viewing, assign students to determine how physical changes portrayed would impact student learning. Have students write a summary of their conclusions and then suggest three specific ways teachers can apply that knowledge to teaching situations.

TAKS WRITING

As an optional closing exercise, instruct students to complete Teaching Aid 28, ***Physical Development: True/False***. Using information from the videotape, *Reaching to Teach*, or other references, discuss each question from the teaching aid in class. As a group, determine whether each statement is true or false, and have students reword false statements to make them true. If necessary, have students research to find the correct answers.

TA28 Physical Development: True/False

3A5) Interview/Project

Have students interview their field-site teachers or other master teachers regarding the impact of physical fitness and health on learners in their classrooms. Sample questions include the following:

- How do physical fitness and health factors impact learners in your classroom? (i.e., diet, exercise, sleep)
- What can you do as a teacher to offset the consequences of poor health in learners?
- What can you as a teacher do to promote good physical fitness and health in your students?

Field Experience

Have students share responses. Lead them to compare differences in physical needs of learners at various levels and to take note of suggestions for promoting physical fitness at those levels.

Assign students to develop a poster, bulletin board, or mini-activity that promotes good health and fitness habits for learners in their field-site classrooms. Topics might include:

- Nutritious Snacks
- Food Guide Pyramid
- Daily Exercise
- Importance of Sleep

TAKS SCIENCE

Have students arrange to display the posters/bulletin boards or present the activity to an appropriate audience. **Note**: This activity can be undertaken as an FCCLA project. For example, as an FCCLA Student Body: Fitness project, students could present information to their peers to educate them on fitness.

FCCLA

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3A6) Videotape/Observation

TA29 ***Social and Emotional Development of School-age Children and Adolescents***

TAKS SOCIAL STUDIES TAKS WRITING

Have students view videotapes on social and emotional development of middle childhood and adolescence, such as *Middle Childhood: Social and Emotional Development* and *Adolescence: Social and Emotional Development*. As students view the videotape(s), have them complete Teaching Aid 29, ***Social and Emotional Development of School-age Children and Adolescents***, by noting key points from the videotapes under the appropriate column. Following the viewing, have students take turns sharing key points.

Field Experience

Instruct students to observe a group of learners and record examples of behavior that reflects emotional and social development. Have students use Teaching Aid 29, ***Social and Emotional Development of School-age Children and Adolescents***, as a tool for recording examples. Either have each student observe in two settings to observe both groups of learners, or assign students to either ages 6-12 or adolescents. Have students share observations, and lead a class discussion on how social and emotional development impact learning and teaching.

Key Questions

- What social and emotional characteristics were displayed by learners at the various ages?
- In what positive ways might these characteristics impact learning and teaching?
- In what negative ways might these characteristics impact learning and teaching?
- How can teachers apply knowledge of learners' social and emotional development to teaching situations?

3A7) Written Exercise/Class Discussion

TAKS READING

Have students read the following sections from *Reaching to Teach*:
- Erikson's Model of Psychosocial Development on pages 365-366
- Table 8.1 on page 368
- Developmental Stresses and Tasks of Childhood on pages 370-372
- Developmental Stresses and Tasks of Adolescence, pages 372-373

Also refer students to look at how Erikson's stages fit with other types of development on the parallel development charts on pages 359-360.

TAKS WRITING

Field Experience

Assign students to write a paper applying Erikson's model to learners in their field-site classroom. For instance, students should state the stage and age of learners, the psychosocial crises, important events, and descriptions relative to learners with whom they work. Most importantly, students should state how those characteristics would impact how the teacher designs instruction and relates to learners in the classroom. Lead students to share and discuss key points from their papers.

- Why is it important that children attain a sense of industry?
- How can teachers help children gain a sense of competence, as opposed to feelings of inferiority, in school?
- How does the adolescent's quest for identity impact learning and teaching?
- What can teachers do to help children and adolescents develop? (See Figure 8.5 on page 374.)

Key Questions

3A8) Individual Activity/Field Experience

TAKS SOCIAL STUDIES

TAKS WRITING

Have students take the suggestions from Figure 8.5, page 374 of *Reaching to Teach*, and put them in a form they can keep in their Teaching Resource Portfolios. For instance, they might type them on computer and create a colorful flyer with clip art. Divide the bulleted suggestions among pairs of students, and have each pair elaborate on their suggestions and provide specific, detailed suggestions for activities to implement each.

As pairs share their suggestions, instruct other students to take notes that can also be added to their Teaching Resource Portfolios. Suggestions can be noted on Teaching Aid 30, ***Helping School-age Children and Adolescents Develop***.

TA30 Helping School-age Children and Adolescents Develop

Assign students to select two specific suggestions they would like to implement in their field-site classroom. After obtaining approval from the field-site teacher, students may implement the suggestions. Have students journal their experiences and report to the class.

Field Experience

3A9) Class Discussion

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

Ask students how they think a student might discover appropriate behavior. Assign them to read the section, Kohlberg's Model of Moral Development, on pages 367-369 of *Reaching to Teach*. Refer students to Table 8.2, Kohlberg's Theory of Moral Reasoning, and have them explain the three stages of moral reasoning and the ramifications of how a child responds to consequences and actions. Reinforce the importance of teachers and parents modeling appropriate behavior for school-age children. Lead a class discussion based on principles covered.

- What role do cliques, peer pressure, and social groups play in a student's relationships and behavior?
- What effect does grading have on a student's self-concept?
- How does belonging to the "in" group affect a school-age student's social and emotional development?
- How do students and society as a whole tend to treat an "unpopular" student?
- Do you think being "popular" or "unpopular" affects classroom performance in school-age children? Why?
- What effect does competition in school activities have on social and emotional development?

Key Questions

TA31 General Traits of School-age Children

TAKS SOCIAL STUDIES

3A10) Group Activity

Distribute Teaching Aid 31, ***General Traits of School-age Children***. Have students select from various traits of school-age children, and assign students the task of devising strategies for optimizing development related to each trait. Students may work in pairs and be assigned several different traits from either different age group or the same age group.

TA32 Strategies that Optimize Growth and Development

Use Teaching Aid 32, ***Strategies that Optimize Growth and Development***, for completion of the assignment. For example, six-year-old children like jokes and rhymes. Strategies for optimizing growth in the six-year-old would thus be to allow the child to read a book of jokes or rhymes; have the student memorize and recite rhymes; and have the student practice writing jokes and rhymes. It may be beneficial to brainstorm strategies for several traits in order to stimulate student ideas.

Following completion of the activity, lead students to share their suggested strategies. **Note:** Selected strategies could be compiled into a chart of Strategies that Optimize Growth and Development in the Classroom and placed in students' Teaching Resource Portfolios.

TA33 Basic Needs of All Students

TAKS SOCIAL STUDIES

3A11) Group Activity/Visual Display

Instruct students to read the section, Maslow's Model of a Hierarchy of Needs, on page 370 of *Reaching to Teach*. Provide students with a copy of Teaching Aid 33, ***Basic Needs of All Students***, and also refer students to Figure 8.4 on page 372 of *Reaching to Teach* for a diagram of Maslow's Hierarchy. Have students work in groups to answer the following questions:

- How do basic needs of all students listed on Teaching Aid 33 fit into Maslow's hierarchy of needs?
- What additional needs of school-age children would you add to the eight that are listed on the teaching aid?
- How can teachers use knowledge of basic needs of school-age children to promote student learning and achievement? Give specific examples.

After groups have completed their assignments, have them share and compare responses. Lead students to compile their specific examples for applying knowledge of basic needs of school-age children to promote student learning and achievement. The compilation could be in the form of a visual display, such as a chart, handout, or bulletin board. Students may add ideas to Teaching Resource Portfolios.

TAKS WRITING

Field Experience

Using the field-site classroom as an observatory, have students watch for strategies used in the classroom that would serve to optimize growth and development in the school-age child. Have students record strategies and share with the student's classroom. **Note:** As always when recording and sharing observations, remind students to practice confidentiality and not disclose actual names. This is an application of the Code of Ethics for Texas Educators (Strategy 1B8).

3A12) Scenarios/Guest Speaker/Videotape(s)

TAKS WRITING

Point out that adolescents are influenced by their peers. Ask students to define *peer pressure*. Write on the board: "Positive Peer Pressure" and "Negative Peer Pressure." Have students list factors under each category. Divide the class into small groups. Have the groups write scenarios to illustrate positive and negative peer pressure that directly or indirectly relates to learning or classroom behavior. Lead groups to share or act out the scenarios.

Arrange for a guest speaker from a school-based or agency-sponsored program designed to provide counseling and other services to adolescents. Ask the speaker to provide information, such as the types of services provided, why those services are needed, and statistics and/or trends related to adolescents. Lead students to prepare questions in advance of the speaker, and have them take notes of key points during the presentation. Afterward, have students prepare a written summary stating what they learned about adolescents, challenges adolescents face, and resources available to provide assistance. Have each student answer in writing the question: "How would a teacher apply this knowledge to teaching situations?"

Optional activity: As an optional activity in lieu of the speaker, or to provide more depth for understanding the challenges facing adolescents, have students view one or both of the following videotapes:
- *Adolescence: Current Issues I*, which covers such challenges as pregnancy, STDs, sexual harassment, and substance abuse
- *Adolescence: Current Issues II*, which addresses depression, suicide, delinquency, violence, runaways, and dropouts

Lead students to infer the impact of such issues on adolescent students and their teachers.

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3B) The student is expected to apply principles and theories about the learning process to teaching situations.

3B1) Research/Visual Display

TAKS WRITING

TAKS SOCIAL STUDIES

Instruct students to search the Internet and references for information on theories about the learning process. Have them record on an index card the information found about each theory. Tell students to be sure to note on each card the exact source(s), such as Web site URL or textbook title and page number. Also, have them write definitions of any terms related to the theory.

As students share and compare their findings, guide them to classify their cards in sets according to theory. Divide the class into groups, and give each group one or more of the sets of cards. From the cards, each group will compile information that will be a component of a class display on learning theories, so it will be important to design the format for the display upfront. Each theory component should include a definition of the theory, brief explanation, definitions of key terms, and statement about how the theory impacts learning and teaching. If groups need additional information or clarification from the cards, have them refer back to the sources noted on each card. **Note**: An Internet search on learning theories should yield several current Web sites. One informative site at time of printing is *funderstanding.com/theories.cfm*. Examples of theories that might be included are behaviorism, brain-based learning, constructivism, learning styles, multiple intelligences, neuroscience, Piaget, and Vygotsky (social cognition).

Lead students to discuss the variety of different learning theories that are displayed.

Key Questions

- Why are there so many theories about how learning occurs?
- Why is it important for a teacher to be aware of various learning principles and theories?
- What is *metacognition*? Why is it important for students, as well as teachers, to "think about thinking"?
- How can a teacher apply important learning principles and theories to teach more effectively?

TA34 "So What?"

Note: In discussing various principles and theories throughout TEKS 3, be sure to lead students to the application stage. The number and differences in theories can be overwhelming, and it is important that students understand the reason for studying about the learning process - which is to get to the "So what? How can I use this information to facilitate learning?" Emphasize this point by creating a colorful visual, such as a sign, that can be held up periodically when applicable to strategies throughout the course. Teaching Aid 34, ***"So What?"*** is an example. Students could also create their own "So what?" visuals.

3B2) Videotape/Written Exercise

TA35 Videotape Exercise: Cognitive Development in Middle Childhood

TAKS SOCIAL STUDIES

TAKS WRITING

Have students view a videotape on cognitive development in middle childhood, such as *Middle Childhood: Cognitive & Language Development*. Prior to viewing, provide students with a copy of Teaching Aid 35, ***Videotape Exercise: Cognitive Development in Middle Childhood***. Assign them to take notes during the video so they can complete the answers to the exercise afterward. Students can find additional information about the concrete operations stage in the section on Piaget's Model of Cognitive Development on pages 365-367 of *Reaching to Teach*, including Figures 8.1 and 8.2.

3B3) Class Discussion/Student Panel

TA36a-b Preoperational Stage of Cognitive Development
TA37 Preoperational Stage Checklist

TAKS READING

TAKS SOCIAL STUDIES

Present information to students on Piaget's preoperational stage of cognitive development. In addition to information on pages 365-367 of *Reaching to Teach*, an overview of the preoperational stage (about two to seven years) is provided on Teaching Aids 36a&b, ***Preoperational Stage of Cognitive Development***. Lead a class discussion on information about the stage that would benefit a preschool or early elementary teacher. Teaching Aid 37, ***Preoperational Stage Checklist***, can be used as a class activity to facilitate discussion, or as an individual review of information in Teaching Aid 37.

- What does it mean when a child develops an understanding of *identities*? of *functions*?
- How is a young child limited by *centration*? What is an example?
- How is a young child limited by *egocentrism*? What is an example?
- Why do preoperational children have trouble thinking through processes?
- What are examples of language development during the preoperational period?
- How might each of these characteristics impact teacher interactions with preoperational children?

Key Questions

Field Experience

Have students who work in field-site classrooms with learners ages 2-7 share examples of behavior they have observed that characterizes preoperational thought. Have them also share examples of teaching strategies and classroom management techniques that work well with children in this stage.

3B4) Videotape/Written Application

TAKS WRITING

TAKS SOCIAL STUDIES

Have students view a videotape about cognitive development in adolescents, such as *Adolescence: Cognitive and Moral Development*. Instruct students to write down five points from the videotape that would help them teach adolescents. Have students take turns sharing key points, and lead a discussion based on information presented.

3B5) Individual Activity/Field Experience

TAKS WRITING

TAKS SOCIAL STUDIES

Have students take the guidelines from Figure 8.2, page 367 of *Reaching to Teach*, and put them in a form they can keep in their Teaching Resource Portfolios. For instance, they might type them on computer and create a colorful flyer with clip art. Divide the guidelines for each of the three stages among groups of students, and have each pair explain the guidelines for that stage and write suggestions for specific, detailed activities to implement each.

TA39 Teaching Learners at Piaget's Three Stages of Cognitive Growth

As groups share their suggestions, instruct other students to take notes that can also be added to their Teaching Resource Portfolios. Suggestions for activities can be noted on Teaching Aid 38, ***Teaching Learners at Piaget's Three Stages of Cognitive Growth***.

Field Experience

Assign students to select two specific guidelines they would like to implement in their field-site classroom. After obtaining approval from the field-site teacher, students may implement the suggestions. Have students journal their experiences and report to the class.

3B6) Internet Search/Class Discussion/Group Activity

TAKS SOCIAL STUDIES

TAKS WRITING

Assign students to conduct an Internet search to learn about the social cognition learning theory proposed by Lev Vygotsky, a Russian psychologist. Currently, the Web site for Funderstanding referenced under Resources has a good overview of Vygotsky's theory. Have each student write a summary of their findings. Suggested components of the summary include the following:

- a definition of Vygotsky's theory, stated in the student's own words
- explanations of key principles of the theory
- how these principles might be applied to teaching situations.

Lead students in a discussion of Vygotsky's theory and principles, covering the components suggested above.

TA39 Vygotsky - Some Key Principles

Provide students with a copy of Teaching Aid 39, ***Vygotsky - Some Key Principles***. Assign groups of students one of the following statements from the teaching aid:

- Language influences learning and development.
- Social and cultural contexts influence learning and development.
- A zone of proximal development exists for learning.

For their assigned statement, have each group answer the question, "So what?" For example, given the importance of language, what are some specific ways teachers of any subject can help students build and practice their language skills? Point out that this is one reason language arts skills are emphasized so heavily in the TAKS test, and why teachers of all disciplines are held accountable for reinforcing language arts skills. Use the "So what?" visual suggested in strategy 3B1 as a prompt.

As groups share their suggestions for specific teaching ideas that apply the principles, lead the class to evaluate the suggestions and add to them. Have students write the suggestions on the back of their copy of Teaching Aid 39, which can then be added to each student's Teaching Resource Portfolio.

3B7) Group Activity/Field Experience

Tell students that perhaps the most exciting information for teachers committed to the success of all students comes from information on how and what affects student learning. The interface of the newest understanding of the nature of intelligence, the human brain and learning, and motivation theory can come together to explain why teaching with regard to learning style makes a difference in student behaviors, grades, and attitudes toward learning.

TA40 Multiple Intelligences

TAKS READING

Distribute copies of Teaching Aid 40, ***Multiple Intelligences***, and have students read the section on Multiple Intelligences from pages 375-377 of *Reaching to Teach*. Using information from the text, instruct students to write a comprehensive description of each type of intelligence. For a more in-depth exploration of multiple intelligences, have students supplement information from the teaching aid and book with an Internet search on "multiple intelligences." Lead students to share descriptions with the class and discuss implications of each intelligence on how students should be taught. Ask students to identify the type(s) of intelligence which seem best to characterize their own cognitive strengths.

Divide the class into eight groups. Assign each group one of the types of intelligence. Have students within each group suggest learning activities appropriate for their assigned type of intelligence, being sure to factor in the developmental level of learners. Lead a class discussion on the theory of multiple intelligences as groups report their findings. Focus on the "so what?" aspect of the exercise.

Field Experience

From observations in the field-site classroom, have students list activities that correspond to the eight types of intelligence. Lead students to share their findings with the class.

3B8) Written Exercise/Class Discussion

TAKS READING TAKS WRITING

Have students read the section on Learning Styles on page 377 of *Reaching to Teach*. Assign students to write answers to the Professional Reflection: Identifying your learning style preferences, at the bottom of the page. Students can complete the activity on-line by going to the FlexChoice Web site, Chapter 8; if they do so, have them submit and print out their responses. Lead students to discuss and compare their reflections. The variety of responses should lead to the conclusion that there is no one prescribed environment for learning that works for all students. The challenge for teachers thus becomes to figure out how to individualize instruction and motivate students with a variety of learning styles.

3B9) Group Activity/Presentation

*TA41 **Elements of Learning Style***

State that learning styles are made up of a number of different elements. Distribute Teaching Aid 41, ***Elements of Learning Style.*** Divide the class into five groups, and assign each group one of the learning style elements. Detailed information on each of the learning style elements can be found on pages 29-32 of *The Cornerstone: Learning Styles and Learning Success*, which is available from The Curriculum Center for Family and Consumer Sciences.

Groups should prepare to report to the class information about their assigned element. The following questions, based on information in *The Cornerstone* reference, may be used to guide their research and reports.

Environmental Strand

- Students have varying preferences for sound, light, temperature, and design. How might a teacher use this information?
- If statistics suggest that environmental elements affect student performance, why do you think more emphasis is not placed on this information in schools?
- Are some subject areas more conducive to a formal or relaxed design than other subject areas? Explain.

Emotional Strand

- What teaching strategies or methods would encourage and develop the attributes of motivation, persistence, and responsibility?
- How do students with different learning styles respond to strictly structured instructional methods?
- What teaching strategies should be incorporated into a class that has students who function best in an options environment?

Sociological Strand

- What effect would group activities and projects have on the student who prefers to learn alone?
- What modifications could a teacher make for the student who prefers to learn alone when a group project is assigned?
- How does the collegial style of teaching differ from the authoritative?
- What strategies could a teacher incorporate into teaching in order to vary the routine in class?

Physical Strand

- How do perceptual strengths vary in learners of different ages? of different gender?
- What effects on teaching should perceptual information have on the elementary teacher? on middle and high school teachers?
- Some people eat, drink, or chew gum when they engage in cognitive activities. How might this information on intake impact campus or classroom regulations?
- Some schools have scheduled classes to begin at a later time in order to accommodate a student's inner body clock. Do you think this is a good step? How might more schools adjust to the time-of-day factor? What additional circumstances impact a district's class schedule (i.e., financial and logistical issues)?
- What teaching strategies can be used to provide for an orderly, yet mobile class?

Psychological Strand

- What are the characteristics of a global learner?
- What are the characteristics of an analytic learner?
- What teaching strategies would ensure that both learner styles are addressed in the same classroom?
- How does this information relate to right and left brain thinking? How should this impact teaching?

Following individual group presentations, have all students consider the following quote as they discuss questions which follow: *Students whose learning style factors are significantly mismatched with classroom conditions can be "handicapped" by conditions which are within the control of schools.*

Key Questions

- Why do you think learning styles are not addressed to greater depth in most classrooms?
- Why is it challenging for teachers consistently to address varied learning styles?
- How can teachers balance benefits of addressing learning styles of individual students with the implicit challenges?
- Where might a teacher go to find further resources and help in addressing the different learning styles?

3B10) Class Discussion/Individual Activity

Point out that there are various ways of classifying learners according to learning style preference. Two common learning style classifications that students may encounter are:

- global/analytic
- hemispheric preference (right brain/left brain)

Although there are some differences in these two theoretical classifications, basically the global learner equates to right brain hemispheric preference, and analytic learners equate to left brain.

TA42 ***Characteristics of a Global Learner***
TA43 ***Characteristics of an Analytic Learner***

Provide students with copies of Teaching Aid 42, ***Characteristics of a Global Learner***, and Teaching Aid 43, ***Characteristics of an Analytic Learner***. Lead students to compare and contrast characteristics of both types of learners. Point out that, as in any system of classifying individuals, most people have some characteristics of both styles. However, one style is usually predominant.

Key Questions

- Which type of learner would work best in groups? Which prefers working alone?
- How would each type of learner go about organizing a major project?
- Which thrives more on rewards and verbal praise?
- What examples of both types of learners have you observed in your field-site experiences?
- What teaching activities would be likely to appeal to each type of learner?

TAKS WRITING
TAKS MATH

As an optional activity, have students take a learning styles inventory to determine their own learning style. One example is found in *The Cornerstone: Learning Styles and Learning Success*, which is available from The Curriculum Center for Family and Consumer Sciences. This 38-page informational packet broadly overviews the topic of learning styles and related classroom application.

3B11) Application/Observation

TA44 Learning Styles: Implications for Teachers and Students

Prompt students by holding up the "So what?" visual. Ask them how the information about multiple intelligences, learning styles, and right brain/left brain can be applied to teaching situations. Display Teaching Aid 44, ***Learning Styles: Implications for Teachers and Students***, and lead a discussion on points presented. Additional application will be covered in TEKS 3C.

Field Experience

Have students observe the following in their field-site classroom:

- examples of students demonstrating characteristics that evidence a particular learning style or type of intelligence
- examples of teaching strategies that take into account the varied learning styles of students

Instruct students to record their observations to share with the class.

3B12) Videotape/Practical Application

TAKS SOCIAL STUDIES

TAKS READING

Have students view a videotape on learning theory, such as *Practical Applications of Brain-Based Learning*. The suggested video is presented in modular segments (about two minutes each) that can be viewed and stopped for note-taking, reflection, and discussion. Have students develop a chart that depicts each aspect of the brain, what that aspect suggests about learning, and implications for teaching and learning.

Field Experience

Assign each student to develop three learning experiences that apply principles relating to at least three aspects covered. With appropriate approval, have students implement, evaluate, and report on implementation of their learning experiences with field-site or other learning audiences.

A*

3C) The student is expected to demonstrate teacher behaviors and skills that facilitate the learning process.

3C1) Class Discussion

Explain to students that it is important for teachers not only to know what teaching strategies work, but to also know *why* these strategies work. Knowing why strategies work for learners is the basis for educational theory and research. Have students review the section on Knowledge of Methods for Applying Educational Theory and Research on pages 34-35 of *Reaching to Teach*. Lead a class discussion on the importance and application of educational theory.

- How does it benefit teachers to recognize the importance of theories?
- In relation to teaching, what is the ultimate goal regarding theoretical knowledge?
- Does research on students' learning set forth exactly what teachers should do to increase learning? Explain.

Key Questions

Lead students to analyze the six teaching strategies recommended by Rosenshine (page 35). Check student understanding of each principle by having them restate and give examples of what practical application would "look like" in the classroom. Have students connect the strategies to theories of development and learning studied in TEKS 3A and 3B; i.e., why is the strategy theoretically sound?

TAKS SOCIAL STUDIES

3C2) Demonstration

Have students read the introduction to What Teaching Methods Do Effective Teachers Use, on page 72 of *Reaching to Teach*. Refer students to Table 9.3 on the FlexChoice Web site, or print out a copy of the table, which presents the following four instructional models:

- cooperative learning
- theory into practice
- behavior modification
- nondirective teaching

TAKS READING

Divide the class into groups, and assign each group to demonstrate one of the instructional models. Allow time for groups to study, plan, and practice before their demonstrations. After the demonstrations, solicit feedback from class members regarding effective use of each model. Lead students to infer factors that would impact which model to use and when. Examples of factors include age/developmental stage of learners, students' learning style preferences, and nature of the content to be covered. Have students relate lessons they have observed or presented in the field-site classroom that incorporated one or more of the instructional models.

Field Experience

3C3) Written Exercise/Demonstration/Field Experience

Assign students to read the rest of the section, What Teaching Methods Do Effective Teachers Use?, on pages 72-76 of *Reaching to Teach*. Have each student answer the questions on Teaching Aid 45, ***Exploring Effective Teaching Methods***. Lead students through the questions and answers to prompt discussion of information presented in the section. **Hint**: The first time the teaching aid is used, have students help develop an answer key for future use.

TA45 Exploring Effective Teaching Methods

TAKS READING

TAKS WRITING

Ask students how effectively they think a learner with a global/right-brain learning preference would learn from the question/answer exercise they just completed. Lead students to brainstorm other ways information included in the reading might be presented.

Divide the class into groups, and assign each group one of the four sections within the reading assignment (pages 73-76). Have each group suggest another way of teaching the concepts and model an example. For instance, one group might suggest a game for learning key terms; they would explain how the game would be set up and present a mini-demonstration for one term.

Field Experience

Have each student select one of the teaching methods to demonstrate in their field-site classroom. For instance, a student might choose to demonstrate modeling. Ask students to outline a plan, in collaboration with the field-site teacher, that includes:
- a description of the method to be demonstrated
- the reason this method is appropriate for learners in their field-site classroom
- specific steps they will take to implement the method

TAKS WRITING

Following the activity, have students write a reflective evaluation of the experience. The evaluation should include feedback from the field-site teacher.

3C4) Research/Individual Activity

Ask students to define *higher-order thinking* and *critical thinking*. Explain that *higher-order thinking* basically means thinking that takes place at higher levels of cognitive processing. Bloom's Taxonomy is a widely accepted hierarchical arrangement of thinking skills, which range from basic recall of knowledge to evaluation of information. This hierarchy includes the following categories:
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Higher-order thinking occurs when students engage in the higher categories (application through evaluation). *Critical thinking* involves the use of higher-order thinking skills; it implies evaluation of information or opinions before making a decision or judgment. It is important that students be able to use higher-order and critical thinking skills in order to make wise decisions, problem solve, and participate as productive citizens in a democratic society.

TA46 Higher-Order Thinking

TAKS WRITING

TAKS READING

Have students research higher-order thinking to answer the following questions about each of the six categories in Bloom's Taxonomy. Teaching Aid 46, ***Higher Order Thinking***, may be used for recording information.
- What does the student do at this level? (i.e., knowledge: students observe and recall information)
- What are sample trigger verbs for this level? (i.e., knowledge: name, define, label, recall)
- What are sample assignments at this level? (i.e., knowledge: Name the three stages of cognitive growth theorized by Piaget.)

As students share responses at each level, lead them to the application level of knowledge through discussion of the assignment examples. Encourage students to think of sample assignments that would be applicable to learners in their field-site classrooms.

Field Experience

Note: Several excellent Web sites may be found by using higher-order thinking and/or Bloom's Taxonomy as key words. You may prefer to provide students with charts or other tools, preprinted from one of the Web sites or obtained through a commercial vendor or educational institution.

3C5) Individual Activity/Observation

Ask students to reflect on the number of times teachers use questions in the teaching process, and have them suggest why questioning might be such an integral part of teaching. Point out that asking effective questions is not a natural, spontaneous process. Rather, effective questioning requires thoughtful planning, with consideration given to what level of student learning is targeted.

Instruct students to look at their completed copies of Teaching Aid 46, ***Higher Order Thinking***. Lead them to suggest questions that would prompt students to think at each level. After students have offered suggestions, distribute copies of Teaching Aid 47, ***Questioning at Various Levels of Bloom's Taxonomy***. On the back of Teaching Aid 46, have students write two questions at each level that would apply to content and grade level in their field-site classrooms.

TA46 Higher-Order Thinking

TA47 Questioning at Various Levels of Bloom's Taxonomy

TAKS WRITING

Provide students with copies of Teaching Aid 48, ***Open and Closed Questions***, and go over the information provided. Have students suggest examples of open and closed questions as a class. Then have each student compose two examples each of open and closed questions.

TA48 Open and Closed Questions

Assign students to record examples of questions used by teachers over the next few days, including teachers in their own classes and in their field-site classroom. For each question recorded, have students note (1) the corresponding level in Bloom's Taxonomy and (2) whether the question was open or closed. Instruct students to keep copies of the teaching aids and their examples in their Teaching Resource Portfolios.

Field Experience

3C6) Class Discussion

TAKS WRITING

Have students list different positive and negative attitudes they have observed exhibited by teachers in classes in the past. Caution students NOT to name teachers' names. Ask students how they think the different teacher attitudes affected student performance. Instruct students to describe in writing the attitude they would like to exhibit with learners in their field-site classrooms and a rationale for their targeted attitude; in explaining their rationale, students will need to consider the ages of learners with whom they interact. Have

Field Experience

students share their papers with both the teacher-coordinator and field-site teacher, obtain feedback, and work throughout the course to exhibit professional behavior that facilitates the learning process. **Note:** This activity could be developed as a Power of One: A Better You project.

FCCLA

One important behavior for teachers to emulate in order to facilitate the learning process is flexibility. Ask student to define the word *flexible*. *Flexible* may be defined by a ready capability to adapt to new, different, or changing requirements. Ask students why they think flexibility would be an asset for a teacher.

Ask students to think of a favorite teacher they have had in the past who exhibited flexibility. Lead students to discuss the impact the teacher had on students and how flexibility contributed to the teacher's effectiveness.

3C7) Class Discussion/Written Activity

Write the following statement on the board or overhead, and have students expand the list of sample responses:

A typical classroom can be....

- Full of surprises
- Spur-of-the-moment
- Unpredictable
- On a shortened schedule
- Out-of-the-ordinary

Lead a classroom discussion as to how a teacher's behavior and skills would impact such a classroom. Ask students for real-life examples they have experienced in a classroom that demonstrate the above characteristics. Specific examples include the following:

- A guest speaker does not arrive on time.
- Needed materials are not available or are not ready.
- A student in the class or from school dies.
- The teacher's lesson plan is not "working" with students.
- Students have not read an assignment on which class discussion is based.
- The fire alarm sounds in the middle of class.
- Students fail to bring textbooks or other materials to class.

Key Questions

- How would a teacher's positive and innovative behavior be beneficial in the above instances?
- How often do these situations occur in the classroom?
- What solutions or precautions might prevent some of these things from happening in the classroom?
- What can a teacher do to deal effectively with these situations?

Field Experience

Using the field-site classroom for observation, have students note specific situations when teacher flexibility with students played a key role. Have students report findings to the class. If students are actively participating in the field-site classroom, have them share instances when they used flexibility when working with the learners.

3C8) Brainstorming Activity/Written Activity

Have students note motivational techniques and incidents used by the field-site teacher. Share results with the class. Have students brainstorm specific ways teachers can express a motivational attitude to students.

Assign students to demonstrate a motivating attitude with an accompanying action with at least one of the learners in the field-site classroom, perhaps one who is needing extra help in a particular area. If allowed by the field-site teacher, students may demonstrate the relationship during a tutoring opportunity. Direct students to document the activity on Teaching Aid 49, ***Motivating Students to Learn.***

Field Experience

TA49 Motivating Students to Learn

A*

3D) The student is expected to explain the relationship between effective teaching practices and learning differences, learner exceptionality, and special needs conditions.

3D1) Observation/Class Discussion

Assign students to attend a school sports event and observe differences in student athletes, as well as student fans. Tell students to take a tablet and jot down examples of the differences they observe. Examples might include differences in physical appearance, various physical abilities, gender, language, ethnicity, social skills, style of dress, loudness or quietness, etc. Lead students to share the differences they observed. Ask them what it might be like to be expected to teach all these types of students together in a classroom.

Display Teaching Aid 50, ***Learner Differences in the Classroom.*** Read aloud to students the introduction to Chapter 11 of *Reaching to Teach,* pages 297-298. While pointing out challenges of addressing individual differences, emphasize the last sentence and encourage students to look at differences as an opportunity to stretch skills and abilities while celebrating individual differences.

TA50 Learner Differences in the Classroom

- What individual differences were noted in the passage read by the teacher?
- Which of these differences have you observed in your field-site classroom?
- How do these differences impact learning needs of students? effective teaching practices of teachers?
- What impact do you have on diversity in your field-site classroom?

Key Questions

3D2) Field Experience/Class Discussion

TAKS READING

Have students read the section on Adapting Instruction for Students with Special Needs, pages 306-307 of *Reaching to Teach.* In this section, adaptations are suggested for facilitating instruction for both low-achieving and higher-achieving students.

TAKS WRITING

Field Experience

Have students work with their field-site teachers to identify a learner who would benefit from individualized instruction, either as a low achiever or higher-achieving student. In conjunction with a specific lesson or assignment, have students implement appropriate adaptations with the learner, under the supervision of the field-site teacher. Tell students to keep a journal of the field experience, including the following information:

- date, class, and description of the student (not name)
- assignment or lesson studied
- individualized adaptations implemented with the student
- results
- feedback from the field-site teacher

Following their field experiences, lead students to share examples of adaptations that worked well. Have student volunteers also share examples that did not work well, analyze why, and suggest how they would vary their adaptations next time.

3D3) Internet Research/Brochure

TA51 "If language is denied..."
TA39 Vygotsky: Some Key Principles

Display Teaching Aid 51, ***"If language is denied..."*** Lead students to interpret and discuss the meaning of the quote.

Key Questions

- Why is language so critical to learning? (Refer students back to Teaching Aid 39, ***Vygotsky: Some Key Principles***; the three bullets in the second section relate to the importance of language.)
- Why might bilingual and hearing-impaired students find it harder to learn?
- What other challenges might these students encounter in school?

TAKS READING

Have students conduct Internet research to locate resources and obtain suggestions for teaching the bilingual/ESL (English as a Second Language) learner. The following Web sites are recommended:

- Texas Education Agency, *www.tea.state.tx.us/curriculum* (go to Bilingual/ESL)
- Texas Center for Bilingual/ESL Education, *www.tcbee.org*

Teaching methods to promote language development in second language learners may also be found on pages 308-309, The Second Language Learner, in *Reaching to Teach.*

TAKS WRITING

Have students share and compare their findings. Lead students to compile their suggested resources and teaching methods in a brochure/flyer that can be shared with other future teachers. Have each student keep a copy in the Teaching Resource Portfolio. **Note:** Bilingual/ESL Brochures can be downloaded from the Web site at *www.tea.state.tx.us/curriculum*; instructions are also provided for ordering the brochures.

3D4) Written Exercise/Class Discussion

TA52 Exceptional Learners - Knowledge Check

TAKS READING TAKS WRITING

Assign students to read How Do Students Vary in Ability and Disability? on pages 378-384 of *Reaching to Teach.* To reinforce content, have students complete Teaching Aid 52, ***Exceptional Learners - Knowledge Check.*** Students will need to write their answers on a separate sheet of paper. Discuss key points as you lead students through answers to the questions.

Have students work in pairs to practice using "people first" language. One option is to give them inappropriate descriptors, such as a blind child or learning-disabled student, and have them translate into appropriate descriptors, such as a child with a visual impairment or student with a learning disability. Emphasize the reason for this distinction, which is to reinforce that the condition is not what defines the individual; it is simply one of many characteristics that make all individuals unique.

3D5) Videotape(s)/Written Exercise

Have students view a videotape that presents information on learning disabilities. Two examples are the following:

- *Understanding Learning Disabilities,* which explores various learning disabilities and ways to help children learn to compensate and succeed.
- *Why Can't Michael Pay Attention?,* which covers symptoms, assessment, coping techniques, medication, and other aspects of ADHD.

TAKS READING TAKS WRITING

Have students take notes on the videotape(s) and summarize key points. **Note**: *Why Can't Michael Pay Attention?* includes a study guide that includes discussion questions and activities, bulleted lists of typical ADHD and ADD behaviors, positive discipline techniques for children with ADHD, and suggestions for building on children's strengths.

3D6) Case Studies

TAKS READING

Have students read the Case to Consider, "Help! Tell Me About This Kid!" from pages 390-391 of *Reaching to Teach.* Instruct students to read the case study and answer the questions following, paying special attention to the need for adaptations for children with special needs.

TAKS WRITING

Have students work in groups to write a case study about a student with a learning disability. The case study should describe the learner and set the stage for a teacher to determine how to help the learner. Monitor groups to ensure that a variety of ages and disabilities are addressed by the class. The case study can be entirely fictional, based on information gleaned from previous activities, or it can be based loosely on a learner previously observed in the students' own educational experiences or field-site classrooms. Remind students not to breach confidentiality.

TAKS SOCIAL STUDIES

Have groups exchange completed case studies. Instruct each group to determine the learning disability(ies) exhibited by the learner, analyze challenges faced by the learner, and suggest teaching practices the teacher might implement to meet the learning needs of the learner. Lead groups to share and discuss their analyses and recommendations.

3D7) Internet Research/Written Activity

TAKS WRITING TAKS READING TAKS SOCIAL STUDIES

Assign each student to write a research paper on a condition (or conditions) that qualifies a student as an exceptional learner. Examples include those cited on pages 378-384 of *Reaching to Teach.* The condition(s) may relate to a learner in the student's field-site classroom or to an area of personal interest. The paper should describe the special condition(s), cite current related information and statistics that teachers should know about the condition(s), and relate classroom strategies that have been suggested to help learners succeed. An excellent source of information, with links to information on many types of exceptional students, is the Texas Education Agency Web site at *www.tea.state.tx.us* - go to Teacher Resources, then Teacher Tool Bag, then Educational Resources, and then Ask an Expert or Exceptional Students.

Before students share their findings, have all students write down the types of learner exceptionality that will be reported. Have students present their findings in the order listed, so that students can take notes on key points and suggested strategies for each type of learning disability (or exceptional ability). **Note:** Point out that sometimes a student may have both exceptional ability and a learning disability.

3D8) Individual Activity/Class Activity

Read aloud to students the following quote from the first paragraph under Equal Opportunity for Exceptional Learners on page 388 of *Reaching to Teach.*

> *Approximately 10 percent of the population aged three to twenty-one is classified as exceptional; that is, "they require special education because they are markedly different from most children in one or more of the following ways: They may have mental retardation, learning disabilities, emotional or behavioral disorders, physical disabilities, disorders of communication, autism, traumatic brain injury, impaired hearing, impaired sight, or special gifts or talents"* (Hallahan and Kauffman 2000, 7).

TAKS READING

Have students read What Are Special Education, Mainstreaming, and Inclusion? on pages 384-389 of *Reaching to Teach.* Through class discussion, a written exercise, or a game, check students' comprehension of key points, such as the following:

- Definitions of the following terms: special education, least restrictive environment, individualized education plan (IEP), mainstreaming, inclusion, full inclusion

- Significance of the major special education laws
- Key provisions of the Individuals with Disabilities Education Act (IDEA)

Stress to students the importance of teachers ensuring equal learning opportunities for exceptional learners, especially given the previous quote that 1 of 10 learners aged three to twenty-one is exceptional.

3D9) Group Activity/Guest Speaker

TAKS READING

Have students work in groups to analyze a sample IEP. A sample can be printed from Appendix 8.1 on the Flex Choice Web site, or a blank sample may be obtained from your district. Lead students to analyze components of the individualized education plan and the importance of each.

Invite a guest speaker with expertise in the ARD (Admission, Review, and Dismissal) process to speak to the class about the use of IEPs with students in special education programs; examples include a special education teacher, school counselor, or Education Service Center representative.

Key Questions

- What is the purpose of an IEP?
- Who is involved in developing an IEP for a student?
- Why is it important to set measurable goals and objectives for the student?

Field Experience

Have students discuss with their field-site teachers the responsibilities of a teacher in connection with IEPs and ways the teacher can promote attainment of goals and objectives set for the student.

3D10) Visual Display/Class Discussion

Emphasize the statement on page 388 of *Reaching to Teach*, "The most important characteristics of exceptional children are their abilities." Have students work, individually or in groups, to create a visual display centering on that positive statement. For instance, students might create a collage of various exceptional learners engaged in productive learning activities.

TAKS READING

State that the key question, given the above statement, then becomes: How can classroom teachers build on students' abilities and strengths? Assign students to read How Can You Teach All Learners in Your Inclusive Classroom?, pages 389-394 of *Reaching to Teach*. Lead a class discussion to reinforce key points.

Key Questions

- What strategies did the three first-year teachers cited on page 389 use to help the diverse learner in each of their classrooms?
- Why is collaborative consultation an effective approach to meeting needs of all learners?

Key Questions, continued

- What steps are recommended by Friend and Bursuck for working with a consultant?
- What types of professionals often consult or collaborate with general education teachers?
- Why is it important that parents be involved in meeting learners needs? What are examples of ways this can happen?
- What are examples of assistive technology for special learners?

TAKS WRITING

3D11) Group Project

Divide the class into groups. Assign each group to create a list of teaching practices and strategies for teaching all learners in an inclusive classroom. Tell students to refer to information covered in previous strategies and supplement with information from additional references or Web sites.

Supplemental resource suggestions include the following:

- Appendix 8.2 , Examples of Instructional Strategies for Teaching All Learners, located on the FlexChoice Web site
- *www.uni.edu/coe/inclusion/*
- *www.ldonline.org* (see For Teachers - Teaching Strategies and Techniques)

Field Experience

Instruct students to present their suggested strategies in a written format. Have groups present their suggestions to the class. Make copies of groups' work for students to include in their Teaching Resource Portfolios and to use as they work with exceptional learners in their field-site classrooms.

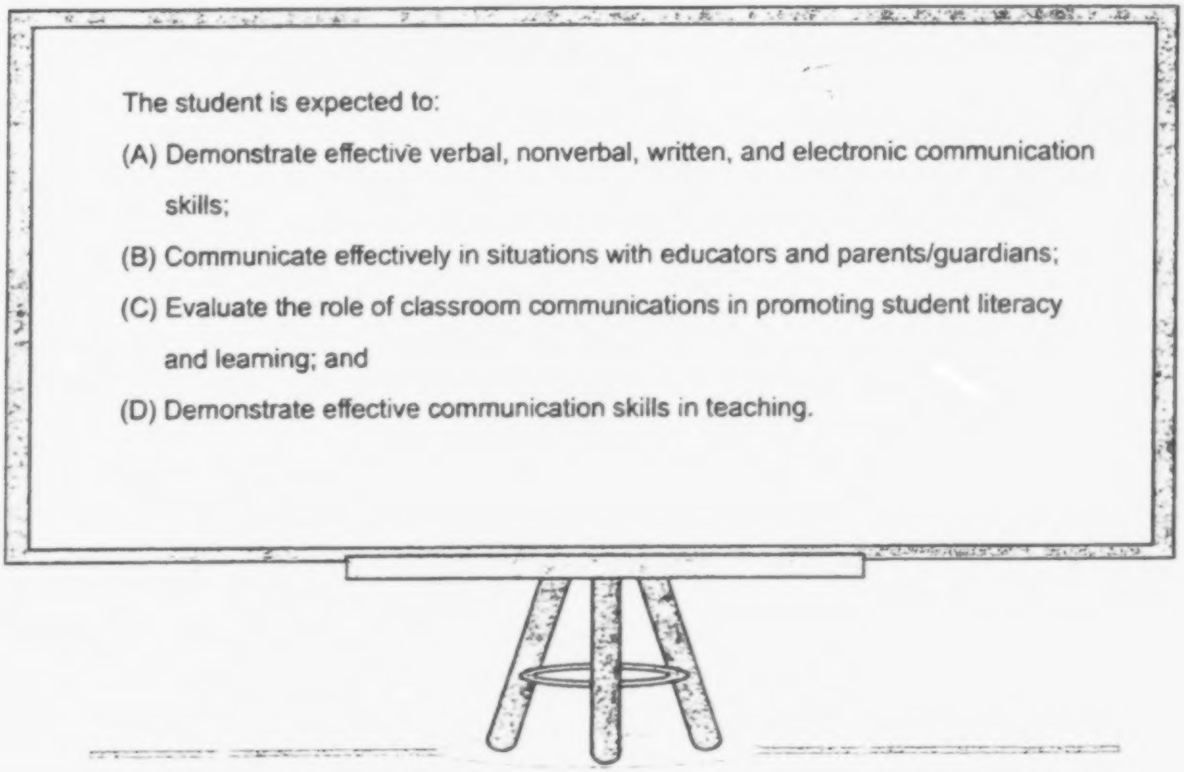
FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- STAR Events: Applied Technology; Focus on Children; Interpersonal Communication
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

A*

TEKS 4

Communicating Effectively



The student is expected to:

(A) Demonstrate effective verbal, nonverbal, written, and electronic communication skills;

(B) Communicate effectively in situations with educators and parents/guardians;

(C) Evaluate the role of classroom communications in promoting student literacy and learning; and

(D) Demonstrate effective communication skills in teaching.

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Suggested Resources - TEKS 4

Books

Reaching to Teach: Custom Edition compiled to Introduce Secondary Students to Education Careers. Boston, MA: Pearson Custom Publishing. (2002) Available from The Curriculum Center for FCS.

- pages 62-63, Classroom Dynamics
- pages 275-276, Establishing Classroom Rules
- pages 277-278, Communicating Rules to Parents
- pages 313-324, Communicating with Parents
- page 330, Worksheet 7.1: Communicating with Parents Time Line
- page 331, Worksheet 7.2: Parent-Teacher Conferencing
- pages 339-340, What Should You Say First? and How Much Should You Tell About Yourself?
- pages 341-344, How Can You Learn the Children's Names?

Wong, H. and Wong, R., 1998. *The First Days of School.* Mountain View, CA: Harry K. Wong Publ., Inc.

Publication

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *Ready, Set, Read! Coordinator Guide*

Videotape

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *Body Language: An Introduction to Nonverbal Communication*

Web Sites

Becoming a Teacher FlexChoice Web Site
www.pearsoncustom.com/tturtt

State Board for Educator Certification
www.sbec.state.tx.us

USA TODAY
www.usatoday.com/educate/home.htm

A*

4A) *The student is expected to demonstrate effective verbal, nonverbal, written, and electronic communication skills.*

Note to Teacher: Effective communications skills are essential to effectiveness in teaching. Although TEKS 4A and 4D provide strategies that explore the importance of communication and provide some opportunities for demonstration, rich opportunities for development and demonstration of communication skills abound throughout the course. FCCLA projects and activities provide many opportunities for students to develop and demonstrate verbal, nonverbal, written, and electronic communication skills.

4A1) Group Activity/Class Discussion

Ask students to define *communication*. *Communication* is the process by which ideas, feelings, and information are shared. Have students work in groups to define and give examples of the following four types of communication: verbal, nonverbal, written, and electronic. Point out that these categories can and often do overlap; for example, e-mail may be verbal, written, and electronic.

Ask students to think of effective teachers they have had who demonstrated excellent communication skills in the four areas listed above. Lead students to describe key skills exhibited by those teachers.

State that one of the most important skills for teaching is communication. Lead a class discussion on the importance of effective communication in teaching.

Key Questions

- Why must effective teachers possess effective communication skills?
- Why is it imperative that an effective teacher be able to communicate verbally? nonverbally? in writing? electronically?
- How can these skills be continually improved?

4A2) Class Discussion/Written Activity/Presentation

TA53 Communication Words to Know

TAKS READING TAKS WRITING

Distribute Teaching Aid 53, ***Communication Words to Know***. Lead students to discuss each of the definitions. Have students give examples from each description of a situation that would involve the teacher or the classroom.

TA54 Oral and Written Communication

Distribute Teaching Aid 54, ***Oral and Written Communication***. Lead a class discussion on the points related to verbal and written communication. Direct students to relate each point to the teacher and the classroom setting and give an example of practical application.

TA55 Improving Communication Skills

Introduce Teaching Aid 55, ***Improving Communication Skills***. Lead students to discuss positive and negative nonverbal communication and how each would affect classroom effectiveness.

Assign students to find educational quotes to share both verbally and written to the class, with an explanation of each quote. Arrange for students periodically to read the quotes over the school's public address system.

4A3) Role Play/Observation

TA56 Nonverbal Communication: Let Your Body Talk

Display Teaching Aid 56, ***Nonverbal Communication: Let Your Body Talk***. Lead students to discuss the impact of nonverbal communication by teachers and students in the classroom.

Have students work in groups to role-play examples of nonverbal communication by the classroom teacher. Ask each group to present a negative example, and then repeat the same scenario with a demonstration of positive nonverbal communication.

Field Experience

Direct students to observe their field-site teacher or other teachers and note positive ways in which the teachers communicate verbally and nonverbally. Lead students to share their observations with the rest of the class.

4A4) Videotape/Written Exercise

TAKS WRITING TAKS READING

Have students view a videotape, such as *Body Language: An Introduction to Nonverbal Communication*. Instruct students to note key points during the viewing. Afterward, have each student write down five points that would have direct application to teaching and explain the impact of each.

4A5) Group Research/Presentation/Visual Display

TAKS WRITING TAKS READING

Point out that one of the Technology Applications Standards for All Beginning Teachers, as determined by the State Board for Educator Certification, is to "communicate information in different formats for diverse audiences." Have students work in groups to investigate ways teachers and schools/districts can use technology to communicate information to parents/guardians. Sources of information include interviews with teachers or administrators, looking in references, and conducting Internet searches. For example, students could explore school Web sites for examples of information provided via the Internet. Encourage students to include suggestions for ways technology use might be expanded in the future to enhance parental communication. As groups conduct their investigations, have them collect examples, photographs, printouts, etc. for incorporation in a visual display.

FCCLA

Have groups present their findings. Lead the class to compile findings in a visual display promoting technology as a communications tool. Findings could also be incorporated in a STAR Event on Applied Technology.

4A6) Field Experiences/Applications

TAKS WRITING

Field Experience

Lead students to brainstorm ways they can apply and build communication skills through their teacher preparation experiences. Throughout the Ready, Set, Teach! course, have students practice communication skills through related tasks. Develop a system, such as journaling, through which students can document their application of communication skills. Examples include the following:

- Have students create letters of introduction to field-site teachers.
- Have students correspond with field-site teachers via e-mail when appropriate.
- Have students locate TEKS for lesson plans electronically.
- Have students locate lesson plans on the Internet.

A*

4B) The student is expected to communicate effectively in situations with educators and parents/guardians.

4B1) Interview/Project

TAKS SCIENCE

Assign students to interview two experienced teachers, including their field-site teacher, about the need to communicate effectively with other educators. Lead students to develop short interview questions to be used. Examples include the following:

- What are examples of situations where you, as a teacher, need to communicate effectively with other educators?
- What types of communication skills are required? (i.e., verbal, nonverbal, written, electronic)
- How have your communication skills in these instances improved since you first began teaching?
- What suggestions would you offer a beginning or future teacher for communicating effectively with educators?

TAKS WRITING

Have students record teachers' responses in writing. Lead them to share responses and discuss the many ways teachers communicate with educators and the importance of effective communication skills in these situations.

4B2) Class Discussion/Research Project/Presentation

TA57 Interacting and Communicating with Families

Provide students with a copy of Teaching Aid 57, ***Interacting and Communicating with Families***. Explain that this is one component of Standard IV of the Pedagogy and Professional Responsibilities Standards (EC-Grade 12) established by the State Board for Educator Certification. In other words, SBEC has determined that these competencies are required of beginning educators. Lead students to discuss why it is important for the beginning teacher to know and understand the importance of families' involvement in their children's education and appropriate ways for working and communicating effectively with families in varied contexts.

Divide the class into groups, and assign each group one of the application statements on the right side of Teaching Aid 57. Groups will thus be assigned one of the following topics:

1. Interact appropriately with families that have diverse characteristics, backgrounds, and needs.
2. Apply procedures for conducting effective parent-teacher conferences.
3. Communicate with families on a regular basis to share information about students progress and respond appropriately to families' concerns.
4. Engage families in their children's education and in various aspects of the instructional program.

TAKS WRITING TAKS READING

TA58 Oral Presentation Evaluation Form

Instruct each group to research what the requirement means and suggest specific ways a classroom teacher might achieve the expectation. Information from the section on Communicating with Parents, pages 313-324 of *Reaching to Teach*, will be helpful. Have students prepare an oral presentation to communicate findings and suggestions to classmates. Encourage use of visuals, electronic technology, and handouts. Point out that in addition to transmitting important information that future teachers need to know, students will also be practicing the various types of communication skills in their presentations. Teaching Aid 58, ***Oral Presentation Evaluation Form***, can be used by students to provide feedback to groups.

4B3) Group Activity/Written Exercise

Harry Wong in *The First Days of School*, states that rules should be concisely written and posted in the classroom from the first day of school. Divide the class into groups. Give groups a three-minute time limit, in which to list as many classroom rules as they can in the allotted time. Lead students to share rules with the class.

TA59 Classroom Rules

Display a transparency of Teaching Aid 59, ***Classroom Rules***, which lists general and specific rules. Have students add to the list additional rules that they would like to implement in a classroom where they would be teaching. Examples of classroom rules for elementary students are cited on pages 275-276 of *Reaching to Teach*; rules for middle and high-school students would obviously vary.

TAKS READING

Ask students why they think it is important for classroom rules to be in written form and available to students and parents/guardians. Refer to the section, Communicating Rules to Parents, on pages 277-278 of *Reaching to Teach*. Lead students to relate methods they have observed teachers using throughout their school experiences to communicate classroom rules to appropriate persons.

TAKS WRITING

Have students write a sample letter to parents/guardians that communicates information about classroom rules. An example at the elementary level is found on page 277 of *Reaching to Teach*.

4B4) Written Exercise

Lead students to brainstorm various ways through which teachers may communicate with parents/guardians. Include those covered in previous strategies and those cited in Communicating With Parents, pages 314-324 of *Reaching to Teach*. Use Teaching Aid 60, ***Ways to Communicate with Parents***, for additional ideas. Ask students which of these communications can be conducted electronically or enhanced through use of technology. If the district has a Web site where parents can access class information, have students research types of information available on the site.

TA60 Ways to Communicate with Parents

Assign each student to develop a list of "Tips for Communicating with Parents." Have them add the list to their Teaching Resource Portfolios.

TAKS WRITING

4B5) Class Discussion/Role Play

Distribute Teaching Aid 61, ***Parent-Teacher Conferences***. Have students review information on The Parent-Teacher Conference and Some Questions to Consider, pages 321-324 of *Reaching to Teach*. Lead students to discuss effective use of parent-teacher conferences as a technique to communicate with parents/guardians and involve them in their child's learning.

TA61 Parent-Teacher Conferences

- What are suggestions for preparing for the conference?
- What is involved in the conference itself?
- What are suggestions for effectively achieving closure?
- Why is it important to allot the same amount of time to parents of children who are progressing well as to parents of challenging children?
- How can teachers make parents with differing cultures and primary languages feel comfortable during the parent-teacher conference?

Key Questions

Divide the class into small groups. Have each group prepare and present a role play an effective parent-teacher conference. Have one student portray the teacher and one or two portray the parents/guardians. Tell students to set the stage prior to each role-play by providing background details, including the grade level, subject, and any special considerations, such as a progress level of the child or cultural/language considerations.

4B6) Field Experience

Assign each student to work with the field-site teacher to determine opportunities for the student to practice communicating with parents/guardians in the field-site classroom during the course. Examples include the following:

- Compose a first draft of various types of correspondence to parents/guardians.
- Assist the field-site teacher with finalizing, mailing, and following up on parental correspondence.

TAKS WRITING

TAKS SOCIAL STUDIES

Field Experience

- Help plan and implement parent-teacher conferences.
- Develop a checklist for parent-teacher conferences; Worksheet 7.2 on page 331 of *Reaching to Teach* provides an example.
- Help plan and implement an open house.
- Assist the field-site teacher in making contacts through telephone, notes, or e-mail.
- Assist with correspondence related to report cards and progress reports.
- Help develop a timeline for communicating with parents; Worksheet 7.1 on page 330 of *Reaching to Teach* provides an example.

TA62 Field Experience: Communicating with Parents/Guardians

In collaboration with their field-site teachers, have students outline a plan that lists targeted opportunities and a tentative timeline for implementing each. As each field experience is implemented during the course, have students complete and turn in a description and evaluation of the experience. Teaching Aid 62, ***Field Experience: Communicating with Parents/Guardians***, can be used to describe and evaluate the field experiences.

Note: Communications with parents/guardians may involve issues related to the Family Educational Rights and Privacy Act (FERPA). Information on FERPA is available on the U.S. Department of Education's Web site at *www.ed.gov/offices/OM/fpco/ferpa/index.html*

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4C) The student is expected to evaluate the role of classroom communications in promoting student literacy and learning.

4C1) Observation/Class Discussion

TAKS READING

Assign students to read the section on Classroom Dynamics, pages 62-63 of *Reaching to Teach*. Help students understand the degree to which teacher communication and student interaction impact learning in the classroom. Lead students to brainstorm the many types of communication that occur daily in the classroom. Examples include the following:

- intentional communication by the teacher, as well as unintentional
- the teacher communicating with the class, with one student, or with a group of students
- the teacher communicating to teach, to question, to guide, or to correct
- communication between students – as structured by the teacher or informal
- positive interaction, as well as negative
- verbal and nonverbal
- written communication, electronic communication, or communication through visuals or multimedia

TAKS WRITING

Assign students to observe in a classroom and write down as many examples as possible of communication within the class period. Lead students to share their examples, and recognize students who noted the most examples. Lead a class discussion on the relationship between positive, effective communication and learning in the classroom.

Key Questions

- How do teacher communication and student interaction impact the amount and quality of learning that occurs in the classroom?
- How do effective teachers express themselves verbally and nonverbally?
- Why can effective communication skills enable teachers to respond appropriately to unexpected events that could sabotage plans of less effective teachers?
- What are examples of these types of unexpected events you have observed? How did the teacher respond?
- How can you improve your ability to communicate effectively in the classroom, regardless of the situations you may encounter?

4C2) Group Activity

Lead students to analyze the following statement: "If a teacher possesses knowledge of subject, as well as knowledge of learning principles and theories, but cannot communicate to students - learning cannot occur."

TAKS SOCIAL STUDIES

Guide students to make connections between strategies in TEKS 4, which relate to the learning process, and the role of classroom communications. Divide the class into groups. Have each group select one of the principles of development/learning and explain to the class how that principle could be applied to strengthen classroom communications. Examples include the following:

- Communications in the classroom should be geared to the developmental level of the learner. Specific examples could be cited for specific levels and types of development.
- Vygotsky stressed the importance of language to learning and development. Effective classroom communications by teacher and students would thus promote language and cognitive development.
- Theories of multiple intelligences and learning styles imply that teachers must know how to communicate most effectively with all learners. It is important to note that teachers, as well as students, have a preferred learning style and strength in varied types of intelligence. Teachers need to be aware of their own preferences so they will be sure to reach students of other styles.
- Classroom communications with bilingual/ESL learners present additional challenges. Suggestions for facilitating communication could be presented, building on Strategy 3D3.

4C3) Role Play/Written Exercise

Write the following statement on the board or overhead: "I don't care what you know until I know that you care." Lead students to discuss the importance of a teacher's communicating an attitude of caring and positive expectations to students. By communicating positive rather than negative expectations, the teacher personifies the belief that all students are capable of learning. Read aloud to students the case study of Terri Jenkins on pages 79-80 of *Reaching to Teach*. Ask students to give examples of ways a teacher can communicate caring, or not caring; and positive expectations, or negative expectations. Also point out the importance of students expressing caring and positive expectations among themselves; "put-downs" often are popular and seem fun and harmless, but they have negative effects.

Have students work in pairs or triads to develop a role play in which a teacher clearly communicates positive expectations and caring toward students. As students present their role plays, lead the class to list communications techniques (verbal, nonverbal, and written) that teachers can utilize to demonstrate positive expectations and caring.

TAKS
WRITING

Assign students to write a reflection paper expressing their perceived importance of positive classroom communications, and how they will work to achieve this in their own classroom interactions.

4C4) Group Activity/Written Product

Point out that one way of showing that you care about a person is calling that person by name. Learning the names of all students facilitates classroom communications, but it takes intentional effort. Have students read How Can You Learn the Children's Names?, on pages 341-344 of *Reaching to Teach*. Divide the class into groups according to their assigned field-site classroom, using the following groupings:

- primary grades, K-1
- intermediate grades, 2-3
- upper grades, 4-6
- middle through high school

Instruct each group to devise several creative ways to learn students' names. Suggestions for students in assigned categories through grade 6 are provided on pages 342-344 of *Reaching to Teach*. For older students, have groups modify suggestions in the text to fit older students; suggest that all groups also ask for ideas from their field-site teachers. Have each group share findings. Lead students to compile a list of suggestions for all grades. Distribute the lists to students to be placed in their Teaching Resource Portfolios.

4C5) Class Discussion/ Individual Activity

TA63 Addressing Literacy Through Newspapers

Point out that a popular means of global communication today is through newspapers. Newspapers promote literacy through their use by individuals. One example of communicating literacy in the classroom occurs though the use of newspapers. Display Teaching Aid 63, ***Addressing Literacy Through Newspapers***. Lead a class discussion on the validity of promoting literacy through the use of newspapers in the classroom. Obtain copies of a daily newspaper for students. Many newspaper publishers will furnish free or reduced copies for classroom use.

Field Experience

TA64 Using the News with Elementary Students
TA65 Using the News with Middle School Students
TA66 Using the News with Secondary Students

TAKS READING TAKS WRITING

Divide the class into groups representing elementary, middle, and high school levels, according to their assigned field-site classrooms. Using the appropriate Teaching Aid, have each group devise five methods for using the newspaper in the assigned grade level.
- Teaching Aid 64, ***Using the News with Elementary Students***
- Teaching Aid 65, ***Using the News with Middle School Students***
- Teaching Aid 66, ***Using the News with Secondary Students***.

Lead groups to share results with the class. Compile the methods for inclusion in students' Teaching Resource Portfolios.

4C6) Group Activity/Class Discussion

TAKS READING TAKS WRITING

Field Experience

Divide the class into groups by subject matter areas, such as the following:
- Math
- Science
- Language Arts
- Social Studies
- Physical Education
- Family and Consumer Sciences
- Technology

Students may be assigned to the subject matter area in the field-site class, or students may rotate among groups in order to investigate all subject areas. Have each group design one activity using the newspaper in the assigned subject matter areas that a student in elementary, middle, and high school could use. Lead students to share their suggested activities with the class. As appropriate, have students work with their field-site teachers to implement the activities. Students may add ideas to their Teacher Resource Portfolios.

Lead a class discussion on using newspapers to promote student literacy and learning.

Key Questions

- What are some areas in which the newspaper can be used to address literacy for the assigned grade levels?
- What subject matter areas lend themselves for use in the classroom?
- Why would students be excited about using the newspaper in the classroom?

Note: One source of suggestions for using news articles as the basis of lesson plans and projects is the *USA TODAY* site (*www.usatoday.com/educate/home.htm*).

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4D) The student is expected to demonstrate effective communication skills in teaching.

Note to Teacher: Demonstration of effective communications skills in teaching should occur in field experiences throughout the Ready, Set, Teach! course, as well as through FCCLA projects and activities. See the Blended Activities section for additional strategies that specifically incorporate demonstration of communication skills.

TAKS READING

4D1) Visual Display/Written Exercise

Point out that communication with students begins the first day of class. Deciding what to communicate on the first day of classes is always an important decision. Assign students to read What Should You Say First? and How Much Should You Tell About Yourself? on pages 339-340 of *Reaching to Teach.* Using the WISHES acronym below, which is suggested on page 339, have students write out statements for each step that would be appropriate for use in their field-site classroom.

- Welcome
- Introduction
- Share
- Hopes
- Establish Standards

Have students work with a partner to practice their opening-day communications. Lead students to share statements with the class.

TA67 Breaking the Ice with a Favorite Book

TAKS READING

FCCLA

4D2) Field Experience/FCCLA

Provide opportunity for students to practice their communications skills through participating in a Ready, Set, Read! project activity. Have students plan a reading session to share a favorite book with one or more children. The activity may be conducted in a formal or informal setting. Provide students with copies of Teaching Aid 67, ***Breaking the Ice with a Favorite Book,*** to use as guidelines. Tell students to think through what they will do and say in advance of the reading session.

Have students make note of the various communication skills they were called upon to demonstrate in the activity. Following implementation of their activities, lead a class discussion based on students' experiences.

Key Questions

- What are examples of verbal communication used in the activity?
- What are examples of nonverbal communication?
- How did the use of questioning facilitate communication between you and the learner?

- How did it help you to think through what you planned to do and say prior to the activity?
- To what extent did you follow this plan? To what extent did you have to improvise based upon interaction with the child(ren)?
- What did you learn about communicating with learners through this activity?

Key Questions, Continued

Note: Additional ideas and teaching aids for Ready, Set, Read! activities may be found in the *Ready, Set, Read! Coordinator Guide*.

4D3) Project/FCCLA

TA55 Improving Communication Skills

TAKS WRITING

Refer back to suggestions for improving communication skills obtained from experienced teachers in Strategy 4B1, and review Teaching Aid 55, ***Improving Communication Skills***. Based on these suggestions, and on other information students have learned about communication, have each student set a goal to improve personal communication skills in one specific area. Instruct students to write out a clear goal statement, develop a written plan for achieving the goal, implement the plan, and conclude with a written evaluation of results. This could be conducted as an FCCLA project: Power of One: A Better You or Working on Working; STAR Event on Interpersonal Communications; or, if the student selects an area of electronic communication, a STAR Event on Applied Technology. The project could be conducted in the field-site classroom under the guidance of the field-site teacher.

FCCLA

Field Experience

4D4) Journal

TA68 Double Entry Journal

TAKS WRITING

Have students keep a double entry journal over a specified period of time (or throughout the course), in which they record examples of their demonstration of communication skills. Have them include all types of communication, including verbal, nonverbal, written, and electronic. Teaching Aid 68, ***Double Entry Journal***, may be used as an example or as-is by students.

FCCLA ACTIVITIES

FCCLA

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Power of One: A Better You; Working on Working; Speak Out for FCCLA
- STAR Events: Applied Technology; Illustrated Talk; Interpersonal Communications
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

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TEKS 5

Planning Effective Instruction

The student is expected to:

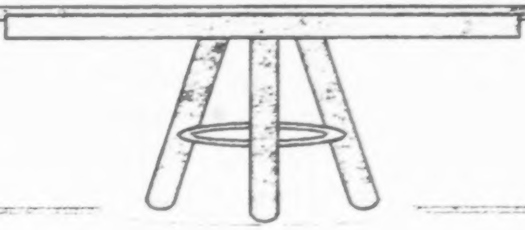
(A) Explain the role of the Texas Essential Knowledge and Skills (TEKS) in planning and evaluating instruction;

(B) Explain the rationale and process for instructional planning;

(C) Describe principles and theories that impact instructional planning;

(D) Create clear short and long term learning objectives that are developmentally appropriate for students; and

(E) Demonstrate teacher planning to meet instructional goals.



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Suggested Resources - TEKS 5

Books

Chamberlain, V. and Cummings, M. (2003). *Creative Instructional Methods.* New York, NY: Glencoe/ McGraw Hill.

- Chapter 3, Curriculum Development and Concept Organization
- Chapter 4, Objectives and Competencies
- Chapter 6, Teaching Plans

Henry, C. and Nath, J. (2001). *Becoming a Teacher in Texas: A Course of Study for the Professional Development ExCET.* Belmont, CA: Wadsworth/Thomson Learning.

- Chapter 6, Designing and Planning Instruction

Reaching to Teach: Custom Edition compiled to Introduce Secondary Students to Education Careers. Boston, MA: Pearson Custom Publishing. (2002) Available from The Curriculum Center for FCS.

- pages 199-201, Chapter introduction and Levels of Planning
- pages 201-213, Course-Level Planning
- pages 213-218, Unit Planning
- pages 214-227, Identifying Unit Purpose; Outlining Unit Content; Determining Types of Learning; and Selecting Teaching Methods and Activities
- pages 228-232, Lesson Planning
- pages 235-236, A Summary of Guidelines for Instructional Planning

Web Sites

Becoming a Teacher FlexChoice Web Site
www.pearsoncustom.com/tturtt

Texas Education Agency
www.tea.state.tx.us

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5A) The student is expected to explain the role of the Texas Essential Knowledge and Skills (TEKS) in planning and evaluating instruction.

> *Note to Teacher:* Teaching and learning for TEKS 5A relate closely to strategies in TEKS 2A, which covers subject matter competence. If students previously read Chapter 4 in *Reaching to Teach* and completed the Pretest, as suggested in Strategy 2B2, strategies in this section will build upon those experiences.

5A1) Group Activity/Visual Display

Point out to students that The Texas Essential Knowledge and Skills, or TEKS, comprise the state-mandated curriculum guidelines that establish what every student, from elementary school through high school, should know and be able to do. The TEKS were developed to comply with the Texas Education Code. Therefore, the TEKS are the adopted curriculum for all Texas students.

Distribute Teaching Aid 69, ***TEKS (Texas Essential Knowledge and Skills)***. Divide the class into groups, and assign each group one or more of the seven bulleted goals of TEKS listed on Teaching Aid 69. Direct each group to summarize the goal and present to the class. Ask groups to respond to how the goal would affect planning and evaluation of instruction. Lead groups to share results.

TA69 TEKS (Texas Essential Knowledge and Skills)

Distribute Teaching Aid 70, ***Assessment of TEKS***. Assign individual students to read each point aloud and explain the meaning and implication of the statement. Point out that the acronym TAKS stands for Texas Assessment of Knowledge and Skills; the TEKS and TAKS acronyms can be confusing. TEKS state what students should know and be able to do; TAKS are the assessment of the TEKS. (It helps to remember that the A in TAKS stands for assessment.)

TA70 Assessment of TEKS

TAKS READING

Assign students to look for articles in the newspaper or on the Internet about the TAKS. Have students bring their articles and summarize the main ideas and supporting details of each article for the class. Guide students to compile the articles in a class "TAKS Update" display.

5A2) Class Discussion/Individual Activity

Explain that the TEKS have evolved over time from what were originally called the Essential Elements. Distribute Teaching Aid 71, ***TEKS and TAKS Continuous Improvement***. Lead a class discussion on the information provided. Note that the TEKS are more comprehensive and are written on a higher-level of thinking. Just as TEKS have evolved, the level of assessment (TAKS) has also evolved to a higher level.

TA71 TEKS and TAKS - Continuous Improvement

TA72 Moving Up Bloom's Taxonomy

Distribute Teaching Aid 72, ***Moving Up Bloom's Taxonomy***. Explain to students that the difficulty of thinking skills required increases as the student moves up the taxonomy. Lead a class discussion as to how the TEKS are written on a higher level of thinking.

TAKS WRITING TAKS READING

Have students print from the Internet or otherwise obtain copies of TEKS for the assigned field-site classroom, choosing one subject, or provide students a copy of the TEKS. TEKS are posted on the Texas Education Agency Web site at *www.tea.state.tx.us* under TxEssential Knowledge and Skills. Using Bloom's taxonomy, have students identify which level of the taxonomy each of the TEKS is written. Explain to students this is a good exercise for correlating curriculum (TEKS), assessment (TAKS), and instructional strategies used by the teacher in the classroom. If the TEKS are written on a higher level, and students are now being tested on a higher level, then instruction must move up the taxonomy accordingly.

5A3) TEKS Analysis/Written Exercise

TA73 TEKS Analysis

Display Teaching Aid 73, ***TEKS Analysis***. Lead students to analyze how the TEKS are written and how TEKS guide instructional planning and evaluation. Point out that the example shown is TEKS 5A from the Ready, Set, Teach! course, which is what they are now studying. The numbered statement is the general knowledge and skills statement. It is the overarching expectation for the detailed performance expectations that follow, which are designated by letters. Each performance expectation is a statement of what students are expected to know and be able to do. In planning instruction and evaluation for each TEKS statement, teachers must first ask themselves both "What?" and "So What?" questions.

- What exactly does the student need to know and be able to do? What exactly will it "look like" if they achieve this expectation?
- So what? What knowledge do they need to achieve this? How can that knowledge best be imparted (instructional strategies)? How will I know if they have achieved the knowledge and skills (assessment strategies)?

Lead students through an example of answering those questions in relation to TEKS 5A.

TAKS WRITING TAKS READING

Have each student analyze a TEKS student expectation, using the "What?" and "So what?" questions as a guide. Instruct students to write out the numbered overarching statement and the lettered expectation and answer the questions on Teaching Aid 73. This will include suggesting specific instructional and assessment strategies.

Lead students to share their analyses and strategy suggestions. Point out that through this exercise, students are themselves reaching the analysis, synthesis, and evaluation levels of Bloom's Taxonomy. (The pointing out of their levels of thinking is also an element of *metacognition* - "thinking about thinking").

5A4) Interview/Class Discussion

TAKS WRITING

Field Experience

Have students discuss with their field-site teachers how they incorporate TEKS and TAKS in planning and evaluating instruction. Have them also ask how the teachers document reinforcement of TAKS on lesson plans, which is required in some form by school districts. Students may also ask their field-site teachers to see copies of TEKS and related TAKS for that grade level and subject area.

Have students prepare a written summary of their findings. Lead students in sharing results and further discussing the role of the TEKS in planning and evaluating instruction.

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5B) The student is expected to explain the rationale and process for instructional planning.

5B1) Class Discussion/Brainstorming

Lead a class discussion on the importance of planning by presenting the analogy of an unplanned family vacation.

Key Questions

- What would be the differences in a family vacation that had been planned to every detail and a family vacation that was thrown together at the last minute?
- How would an unplanned family vacation compare to an unplanned lesson for a classroom?
- In relation to classroom planning, what does the quote mean, "If you fail to plan, then you are planning to fail?"

Have students share personal examples of incidents when they embarked upon a situation unprepared; for instance, not being prepared for a test or for a job interview. Lead a class discussion on consequences of not being prepared in a situation. Explain how critical it is for teachers to be prepared before every class. Inadequate preparation by a teacher can lead to many problems.

Have students brainstorm possible problems in the classroom if the teacher is not adequately prepared. Examples might include the following: discipline issues, lack of student interest in subject matter, inability to control the class, and learning problems. Point out that when a teacher is well prepared for each class period, potential problems are often preventable.

5B2) Written Exercises

TAKS WRITING
TAKS READING

Point out that instructional planning involves the organization of instruction. Assign students to read the chapter introduction and the section on Levels of Planning on pages 199-201 of *Reaching to Teach*. Have students answer the following questions related to the assigned reading.

1. What four factors are required in competent planning for instruction?
2. What factors make instructional planning difficult, especially for new teachers?
3. What are the three levels of planning at which organizing for instruction normally takes place?
4. How do the three types of planning differ from one another?

TA74 Pyramid of Planning

Display Teaching Aid 74, ***Pyramid of Planning***. Have students write in their own words a description of each level and provide an example of each from the field-site classroom. For example, in the Ready, Set, Teach! course, the course plan would be a layout of the entire course over the span of one-two years; the unit plan might be the plan for covering TEKS 5, Planning Effective Instruction; the lesson plan would be the teacher's plan, in a selected format, for presenting one concept or topic over a short time span.

5B3) Interviews

TAKS SCIENCE

Field Experience

Assign students to interview their field-site or other master teachers to find out how they plan instruction at the following three levels: course or program planning, unit planning, and lesson planning. Have students also ask the following questions:

- Why is it important to plan ahead to organize instruction?
- What factors sometimes require adaptations in the original plans?
- What suggestions would you give a new teacher regarding why and how to plan instruction most effectively?

Where appropriate, have students ask for sample pages of planning tools to bring back to class, such as course outlines, block plans, unit plans, and lesson plans. Lead students to share their findings and examples. Create a file/display of the samples, to which students can refer. Copies of exemplary models could be added to students' Teaching Resource Portfolios.

5B4) Individual Activity

TAKS READING

Assign students to read the section on Course-Level Planning on pages 201-213 of *Reaching to Teach*. Lead students to explain the importance of each of the following steps for course-level planning covered in the text:

- Identifying Course Goals
- Selecting and Organizing Course Content
- Deciding Time Frames

TAKS WRITING

Have students complete the following activities to reinforce content covered:

1. Write a one-paragraph general goal statement for a specific course that students might be teaching; or it may be a course being taught in the field-site classroom. Example statements are shown on pages 202-203 of *Reaching to Teach*.
2. Explain how teachers, or teams of teachers in some districts, determine course content (i.e., topics to be covered). Point out to students the role of the TEKS in defining content, as this point will not be covered in the reading.
3. Cite factors that need to be considered in organizing course content.
4. Propose their own ideas regarding how time frames might be determined for presenting topics in sequence.

Following completion of the activity, lead students to share and discuss their responses. As appropriate, refer back to information and examples students obtained in Strategy 5B3 regarding course-level planning.

5B5) Class Discussion/Group Activity

TAKS READING

Have students read the sections on Unit Planning on pages 213-218 of *Reaching to Teach*. Lead a class discussion on the importance of unit planning.

Key Questions

- What is a unit plan?
- Why is it important to plan the whole unit in advance before teaching of the unit begins?
- What needs to be considered before starting to plan a unit?
- Why would fragmentation or planning lessons one day at a time be detrimental to learning?

Direct students to the basic steps in planning a unit on page 214 of *Reaching to Teach*. Divide the class into four groups. Assign each of the groups one of the steps in unit planning. Using information on pages 214-227 in the text, have each group prepare a general overview of what is involved in the assigned step, including relevant examples. Have each group present findings to the class.

5B6) Group Activity/Class Discussion

TAKS READING TAKS WRITING

Assign students to read Lesson Planning on pages 228-232 of *Reaching to Teach*. Using the text, have students identify and write down three elements that should be included in a lesson plan. Divide the class into three groups, and assign each group one of the following elements:

- a statement of the lesson goal and objective
- a concise description of lesson activities and teaching procedures in the sequences they will occur
- reminders of the things, external to the lesson itself, that need to be accomplished before or during the lesson

Instruct each group to reread the section in the text that corresponds to the assigned element. Have groups summarize the important points under the assigned element and explain them to the class. Lead a class discussion based on groups' presentations.

Key Questions

- What are the functions of lesson plans?
- Why should lesson plans be easier to write after doing unit planning?
- In the State of Texas, what should determine the lesson plan goal or objective?
- Why is it important to specifically identify the learning goal for the particular lesson?
- According to the text, what should be the heart of the lesson plan and why?

5B7) Internet Search/Class Project

TAKS SOCIAL STUDIES

TAKS WRITING

Assign students to conduct an Internet search to locate a variety of lesson planning resources available on the Web. As part of the search, introduce students to the Lesson Plans resource in the TEA Teacher's Tool Bag, which is located on the Internet at *www.tea.state.tx.us* (go to Teacher Resources, Teacher Tool Bag, Lesson Plans). Have students record on separate index cards relevant information about each site, such as the following:

- URL of the site, with instructions so students can navigate back to the site
- description of what is provided (i.e., generic lesson plan format, lesson plans for specific subject matter or specific grade levels)
- evaluation statement regarding the usefulness of the site

Lead students to share their findings. Create a class card file of good lesson planning sites that students might use in creating future lesson plans. Encourage students to make copies to generate their own card files of favorite sites for inclusion in Teaching Resource Portfolios.

5B8) Group Activity/Visual Display

Have students collect examples of lesson plans in various formats. These can include examples obtained in previous strategies from their field-site teachers or from the Internet. If the district has a suggested lesson plan format/template, provide an example and discuss the district's lesson plan format.

TAKS READING

Have students critique the varied lesson plan samples and identify the components of each lesson plan. Point out that the actual formats of lesson plans may vary; however, several key components will be present in all. Lead students to list and compare the lesson plan formats and to determine the common components of lesson plans. Have them create a list of lesson plan components that can guide their creation of lesson plans.

According to the Lesson Planning section on pages 228-232 of *Reaching to Teach*, important elements of lesson plans include the following:

- statement of the lesson goal and objective
- concise description of lesson activities and teaching procedures in the sequences they will occur. These generally proceed in three stages: beginning/introduction (set), main body, and summary/wrap-up (closure)
- reminders of things, external to the lesson itself, that need to be accomplished before or during the class period

Teaching Aid 75, ***Example Lesson Plan Components***, presents a list of components that are included in the Sample Lesson Plan on pages 231-232 of *Reaching to Teach*.

TA75 ***Example Lesson Plan Components***

Guide students in compiling selected lesson plans in a visual display that represents several effective examples. Keep lesson plans for later reference.

5B9) Visual Display

Display Teaching Aid 74, ***Pyramid of Planning***, and review with students the instructional planning sequence that moves from broad to narrow in focus. Based on information in previous strategies, have students create a visual display, handout, or PowerPoint presentation that summarizes the key steps or elements involved at each of the three levels. This activity should summarize and reinforce what students need to remember about planning, as well as provide a product that students can keep in their Teaching Resource Portfolios.

TA74 ***Pyramid of Planning***

A*

5C) The student is expected to describe principles and theories that impact instructional planning.

5C1) Class Discussion/Written Activity

Display Teaching Aid 76, ***Factors that Impact Instructional Planning***. Lead students to discuss why and how each of the listed factors would impact instructional planing at the various levels. **Note**: Explanations and additional relevant information may be found in the book, *Creative Instructional Methods*, which is cited as the source of information on Teaching Aid 76.

TA76 ***Factors that Impact Instructional Planning***

- What learner characteristics need to be considered in instructional planning? Why?
- How do subject-matter trends impact instructional planning? How can teachers stay up-to-date on current trends?

Key Questions

Key Questions, Continued

- In what ways do societal trends impact instructional planning?
- How do state-mandated curricula, such as the TEKS, impact instructional planning?
- How might community characteristics, such as size and resources, impact a teacher's planning?
- Why is it important to consider educational philosophy in planning instruction, as well as actual teaching situations?
- How would your own educational philosophy impact your instructional planning as a teacher?

TAKS WRITING

Have each student refer back to their personal philosophy of education written in Strategy 1D5. Instruct students to elaborate on the last Key Question by writing a statement indicating how their own philosophy would impact their course, unit, and/or lesson plans.

5C2) Group Activity/Presentation

TAKS SOCIAL STUDIES

Point out to students that principles and theories relating to the learning process, which were covered in TEKS 3, all impact instructional planning. Divide the class into groups, and assign each group a principle/theory, such as the following examples:

- principles of growth and development according to specific theorists (i.e., Erikson, Kohlberg, Maslow)
- general, parallel principles of development (i.e., the parallel development charts on pages 359-360 of *Reaching to Teach*)
- cognitive/learning theories (i.e., learning styles, multiple intelligences, Piaget, and Vygotsky)

Instruct each group to review their topic and determine how that principle/theory should be applied to instructional planning - whether at the course level, unit level, or lesson-planning level. Tell groups to generate specific suggestions for application. Have groups present their determinations and suggestions to the class.

5C3) Demonstration/Class Discussion

Write each of the following terms on a colored poster board or large sheet of paper: *goals, instruction*, and *assessment*. Give one poster to each of three students, and have the students stand side by side, holding the posters at various levels, perhaps with one upside down. Ask students first to explain the importance of each of the terms to instructional planning. Then ask what happens if goals, instruction, and assessment are developed independently of one another; or what happens if instruction and assessment occur without any goals having been determined (the student holding the goals poster would then turn it over so it would not be visible).

Have the three students line up their posters side by side. State that, in order for effective teaching and learning to occur, goals, instruction, and assessment should be aligned. Lead students to discuss the meaning and importance of that statement.

- How are goals, instruction, and assessment interrelated?
- What are some potential results if either of the three are not related?
- Have you ever been part of a learning experience where the three did not appear to be aligned? How did that feel as a learner? How effective was the learning experience?
- Why is effective planning necessary to ensure alignment of goals, instruction, and assessment?

Key Questions

Refer students back to Teaching Aid 73, ***TEKS Analysis***. Point out that answering the "What?" and "So What?" questions upfront provide a good start for effective instructional planning.

TA73 TEKS Analysis

5C4) Presentation

Divide the class into groups, and provide each group a copy of Teaching Aid 77, ***The Management Process***. Instruct groups to prepare for the class an explanation of how the management process relates to instructional planning and one example applying the management process to planning at the course, unit, or lesson level. As groups present their explanations and examples, lead students to connect previous learning about the management process to applications related to instructional planning.

TA77 The Management Process

5C5) Individual Activity

Present students with a list of key terms, such as the following, that relate to instructional planning:

- *block plan*
- *closure*
- *concept* and *generalization*
- *conceptual outline*
- *curriculum*
- *goal*, *short-term goal* or *enabling goal*, and *long-term goal* or *terminal goal*
- *objective*
- *set*

Have students use textual references or the Internet to write a definition of each term and explanation of its importance to instructional planning. If students discover additional terms they think are important, provide extra credit for addition of these terms, along with definitions and explanations.

TAKS READING

TAKS WRITING

Lead students to discuss each term and reach consensus on a definition. Guide the class to create an Instructional Vocabulary List of key terms they need to know. Additional words can be added to the list as they are introduced to students throughout the course.

5C6) Interview/Group Activity

In Strategy 3C6, students were introduced to the concept of flexibility as an important asset for a teacher. Review with students what it means for a teacher to be *flexible*.

Have students interview master teachers for examples of times they have had to be flexible in their instructional planning process and how flexibility enables them to adjust implementation of plans when circumstances change. Lead students to share responses with the class.

TAKS SOCIAL STUDIES

Have students work in groups to prepare an analogy or demonstration that emphasizes teacher flexibility in instructional planning. A few examples follow. Have students generate their own ideas, building on examples provided in interviews with field-site teachers.

- Compare a teaching plan to a road map when planning a trip that must be completed within a specified time frame. Without plotting out a route, there would be no way to know whether the destination can be reached in the allotted time. However, detours or bad weather may require alteration of the route along the way. Or, a decision may be made to take a pleasant side trip. However, the primary route and time schedule are still in place.
- Prepare a skit demonstrating situations where an instructional plan is interrupted or sidetracked, such as school closings for bad weather or the football team reaching state finals, which entails extra time for pep rallies or long-distance travel.
- Create a graphic organizer, such as a web diagram, that graphically depicts circumstances or factors requiring teacher flexibility in instructional planning. An example of a web diagram is shown in Teaching Aid 78, ***Web Diagram***.
- Create a collage of circumstances or factors requiring teacher flexibility in instructional planning. The collage could include photographs, newspaper or magazine articles, etc.

TA78 Web Diagram

5C7) Individual Activity

Have students read A Summary of Guidelines for Instructional Planning on pages 235 and 236 of *Reaching to Teach*. Lead students to interpret and analyze each of the guidelines.

Have each student convert the guidelines into a form they can include in their own Teaching Resource Portfolio. Encourage students to use computer applications to generate their guidelines product.

A*

5D) The student is expected to create clear short and long-term learning objectives that are developmentally appropriate for students.

5D1) Class Discussion

Lead students to define the term *instructional objectives.* Instructional objectives may be defined as clear, valid statements of what students should know and be able to do,

TA79 Criteria for Instructional Objectives

Display Teaching Aid 79, ***Criteria for Instructional Objectives***. Guide students to understand each point through discussion and generation of examples. Use the following discussion points as a guide. Instructional objectives should be:

- written in student terms. Objectives should be written in terms of what the student will do, not what the teacher will do. The TEKS provide a good example with their lead- in stems, "The student is expected to:"
- descriptive of the desired learning outcome. Objectives are not intended to relate what methods get the student to the desired level. I.e., "practice writing short and long-term learning objectives" would not be a good objective, rather "create clear short and long-term objectives that are developmentally appropriate for students."
- clear and understandable. The objective should include a verb that describes a specific action or behavior; in most cases, it should also include the object of the behavior.
- limited to one verb - TEKS 5D would not be a good objective if it were stated, "Create clear short and long-term learning objectives that are developmentally appropriate for students and evaluate them according to stated criteria." If more than one outcome is desired, a separate objective should be written.
- observable/measurable. The verb used should be one that can be observed and measured. Display a copy Teaching Aid 80, ***Choose Your Verbs Wisely***, and have students determine which verbs can be readily observed and measured, and which would be difficult or impossible to observe and measure.
- shared with learners. Learning objectives should not be a secret to learners. Sharing learning objectives clarifies for students what they are expected to know and be able to do. Clear expectations can be a guide when studying and preparing for tests.

TA80 Choose Your Verbs Wisely

5D2) Group Activity

Divide the class into groups. Instruct each group to look in textbooks and teachers manuals for examples of instructional objectives. Have groups write each instructional objective on an index card. On the back of the card, have groups write an evaluation of the objective according to criteria for good instructional objectives from Teaching Aid 79, ***Criteria for Instructional Objectives***. Lead groups to share and discuss their examples.

TA79 Criteria for Instructional Objectives

TAKS READING

TAKS WRITING

5D3) Class Discussion/Individual Activity

Point out that instructional objectives may be classified into three domains - cognitive, affective, and psychomotor. Lead a discussion on the three domains. The discussion should help students understand why, at this point in their preparation for teaching, they will concentrate on writing objectives in the cognitive domain. However, they need to be aware of the existence of the other domains because cognitive theories, especially those related to learning styles and multiple intelligences, clearly show the impact of affective and psychomotor processes on learning.

- cognitive (knowing and thinking) - These are typically based on Bloom's Taxonomy (See Teaching Aid 72.). Students will be writing instructional objectives based on this domain.
- affective (emotional learning, relates to feelings). It is much harder to write objectives in this domain because measurement is very subjective. If an objective really needs to be in the affective domain, a cognitive aspect may be added. For example, "show interest in pursuing a career in education by developing a career plan." However, that is wordy; it would be clearer just to go with second half of the statement and leave the "show interest" off.
- psychomotor (physical learning, manipulating and doing). These objectives involve motor skills required to perform tasks.

TA80 Choose Your Verbs Wisely

Refer students again to Teaching Aid 80, ***Choose Your Verbs Wisely***. Have students categorize each verb according to domain - cognitive or affective. If the verb is in the cognitive domain, have students also note Bloom's Taxonomy level for the verb. Lead a class discussion based on the activity.

Key Questions

- How do the three domains of learning differ?
- What are examples of each domain?
- Within which domain are learning objectives typically written? Why?
- Why is it important for teachers to address affective and psychomotor domains of learners?

5D4) Group Activity

Lead students to differentiate between *long-term* or *terminal objectives* and *short-term* or *enabling objectives.*

- *Long-term/terminal objectives* are written to describe learner outcomes at the end of a course or major unit. Typically, terminal objectives would thus be written at higher learning levels - application or higher. Example verbs include apply, create, or evaluate.
- Short-term/enabling objectives are learner outcomes that build to terminal objectives, such as learner outcomes for a specific lesson plan. Enabling objectives might use such verbs as list, explain, or give examples of. Students have to master these lower-level objectives on the way to higher ones; i.e., they must define and describe before they can apply or revise. Enabling objectives thus typically progress up the taxonomy; an objective for the last day of a major unit might be the same as a terminal unit objective.

Have students work in groups to generate an example of a long-term objective for a designated unit related to their field-site assignment, and then have groups generate three short-term/enabling objectives appropriate for lessons within that unit. Have groups take turns presenting their examples to be critiqued by the class. Where examples need improvement, lead the class to suggest changes.

TAKS WRITING

5D5) Application

Provide students with a copy of Teaching Aid 81, ***Steps for Writing Instructional Objectives***. Point out that these steps can be applied to course planning as well as lesson planning. Lead students to cite examples for each of the following steps.

1. Specify general goals. Goals are written in general terms; they do not have to be measurable and observable. Thus, goals can be generally stated expectations, with verbs such as understand or appreciate.
2. Break down general goals into more specific, observable objectives. Instructional objectives should involve both content and student response to that content. A TEKS statement of student expectation would be an example.
3. Check objectives for clarity and appropriateness. After an objective is written, the teacher should read it again to be sure it clearly specifies what the desired outcome would "look like." If it seems unclear, the objective should be edited.

TA81 ***Steps for Writing Instructional Objectives***

Assign students to take a general goal from a course or subject-matter area in the field-site classroom. Have them follow steps to write instructional objectives for a lesson related to achieving that goal. Have each student obtain feedback from a partner regarding Step 3.

TAKS WRITING

A*

5E) The student is expected to demonstrate teacher planning to meet instructional goals.

5E1) Project/Visual Display

Review with students the levels of instructional planning depicted in Teaching Aid 74, ***Pyramid of Planning***. Also, review steps in writing a unit plan from pages 213-214 of *Reaching to Teach.*

TA74 ***Pyramid of Planning***

Have students consult with their field-site teachers to identify a unit of study for which they will create a unit plan. Building upon strategies in TEKS 5B (i.e., sample plans from Strategy 5B3), assign each student to create a unit plan for the selected unit of study. Ideally, the unit plan will be one in which students will be planning and presenting lessons. Counsel students to obtain input and feedback from their field-site teachers in planning the unit.

TAKS WRITING

Field Experience

Lead students to share their completed plans with classmates. Compile a display of sample unit plans created by students.

5E2) Internet Activity/Field Experience

Review with students information on lesson planning covered in Strategies 3B6, 7, and 8; also review information from pages 228-232 of *Reaching to Teach*.

TAKS WRITING TAKS READING

Field Experience

Refer students to the Web site at *www.tea.state.tx.us*, Teacher Resources, Teacher Tool Bag, Lesson Plans. In collaboration with their field-site teachers, have each student select a grade, select a subject area, and select and print out a lesson plan that would be appropriate for presentation in the field-site classroom. Instruct students to prepare the lesson, making any adaptations suggested by the field-site teacher. For instance, it might be necessary to rewrite the lesson plan in a prescribed format used in the field-site classroom, to note the TEKS covered in the lesson, or to note TAKS reinforcement. With final approval from the field-site teacher, have students present their lessons in the field-site classroom.

Instruct students to prepare a written evaluation of their lesson presentation. The evaluation should include feedback from the field-site teacher.

5E3) Synthesis/Field Experience

TAKS WRITING

Field Experience

Have students create from scratch a lesson plan to be used in the unit plan created in Strategy 5E1. Again, students should work closely with their field-site teachers regarding content, format, and required components of the lesson plan. With final approval from the field-site teacher, at the appropriate point in the unit, have students present their lessons in the field-site classrooms. Instruct students to prepare a written evaluation of their lesson presentation. The evaluation should include feedback from the field-site teacher.

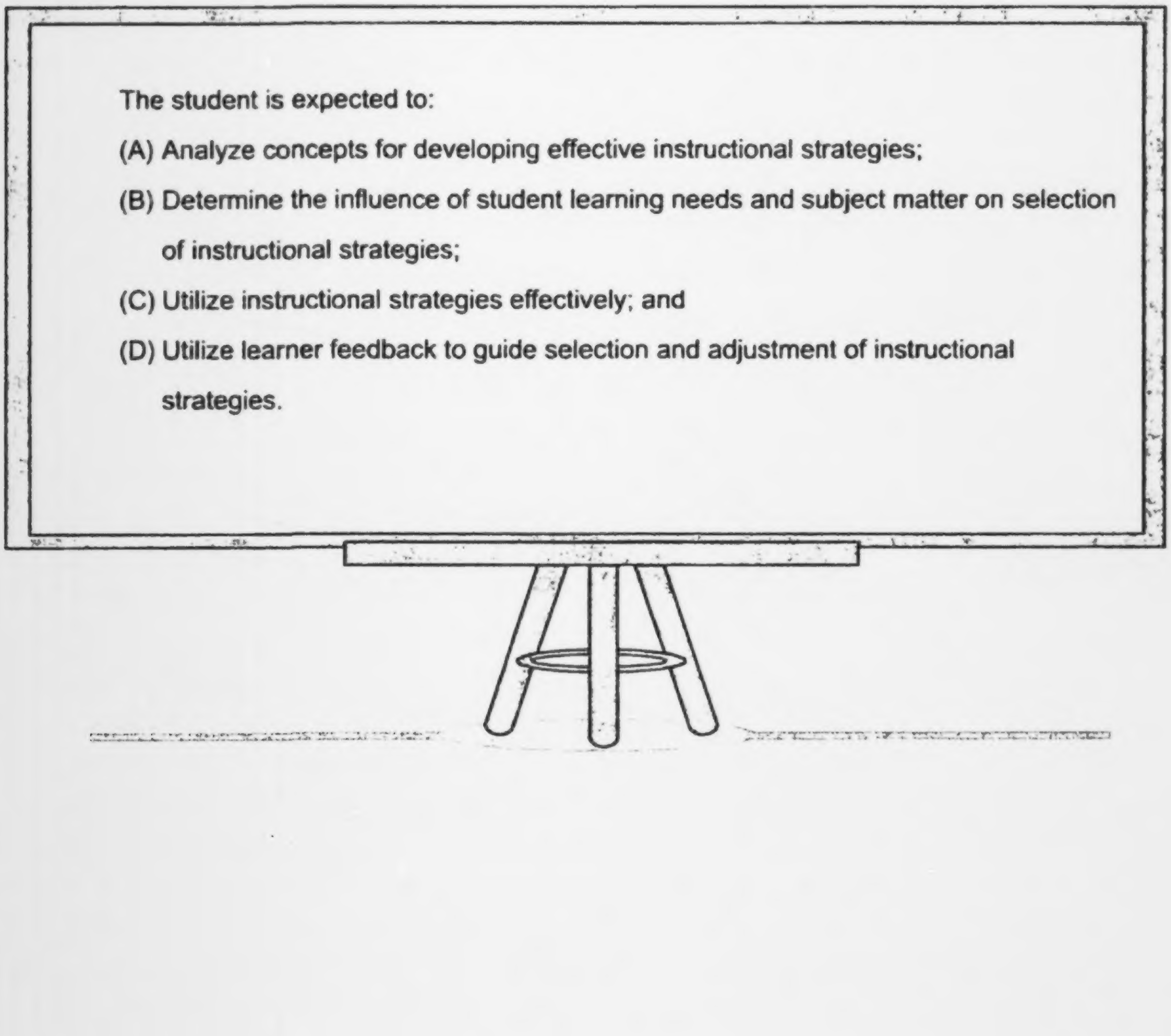
FCCLA ACTIVITIES

- Ready, Set, Read!
- STAR Event: Applied Technology
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

A*

TEKS 6

Developing and Using Effective Instructional Strategies



The student is expected to:

(A) Analyze concepts for developing effective instructional strategies;

(B) Determine the influence of student learning needs and subject matter on selection of instructional strategies;

(C) Utilize instructional strategies effectively; and

(D) Utilize learner feedback to guide selection and adjustment of instructional strategies.

BEST COPY AVAILABLE

Suggested Resources - TEKS 6

Books

Chamberlain, V. and Cummings, M. (2003). *Creative Instructional Methods*. New York, NY: Glencoe/ McGraw Hill.

- Chapter 5, Designing Learning Experiences
- Chapter 6, Teaching Plans

Henry, C. and Nath, J. (2001). *Becoming a Teacher in Texas: A Course of Study for the Professional Development ExCET*. Belmont, CA: Wadsworth/Thomson Learning.

- Chapter 8, Instructional Strategies and Roles
- Chapter 9, Instructional Materials and Resources

Reaching to Teach: Custom Edition compiled to Introduce Secondary Students to Education Careers. Boston, MA: Pearson Custom Publishing. (2002) Available from The Curriculum Center for FCS.

- pages 72-76, What Teaching Methods Do Effective Teachers Use?
- pages 218-219, Determining Types of Learning
- pages 220, Selecting Teaching Methods and Activities
- pages 220-222, Matching Teaching Techniques to Types of Learning
- pages 222-224, Direct and Indirect Teaching; Your Developing Style
- pages 233-235, Planning for Individual Differences
- page 270, Meeting Individual Differences

Web Sites

Becoming a Teacher FlexChoice Web Site
www.pearsoncustom.com/tturtt

PlasmaLink Web Services
glossary.plasmalink.com/glossary.html

Texas Education Agency
www.tea.state.tx.us

A*

6A) *The student is expected to analyze concepts for developing effective instructional strategies.*

6A1) Class Discussion/Written Exercise

Lead students to define the terms *strategy* and *instructional strategy*. A *strategy* is a plan or method - a way to do something. An *instructional strategy* is a method of delivering instruction - the actual activity through which learning takes place.

Display Teaching Aid 74, ***Pyramid of Planning***. Ask students where, in the process of instructional planning, a teacher would develop instructional strategies. The logical point would be after the essential content has been targeted: the overall course plan leads to individual unit plans; and each unit plan leads to lesson plans. At that point, after the teacher has determined the "What?" related to content, the next question becomes "How?" or "How can I most effectively teach that?" At this point, the teacher must determine/develop the exact strategies for delivering instruction.

TA74 ***Pyramid of Planning***

Have students interpret and explain in writing the importance of the following statement:

> "An effective instructional strategy is one that meets course/unit goals and instructional objectives, while factoring in learning needs of students."

TAKS WRITING

6A2) Group Activity

Point out that instructional strategies can be teacher-centered or learner-centered. Have students read the following sections from *Reaching to Teach*: What Teaching Methods Do Effective Teachers Use?, pages 72-76; Direct and Indirect Teaching, pages 222-223; and Your Developing Style, pages 223-224.

TAKS READING

Divide the class into pairs or small groups, and assign each group either the direct method of teaching or the indirect method. Have each group produce a written summary of the method and list situations when that method would be most effective; tell students to add suggestions not listed in the readings. In addition, instruct each group to cite examples of instructional strategies for their assigned method that they have observed in the field-site classroom. Lead groups to share and discuss their results.

TAKS WRITING

6A3) Class Discussion

Point out that instructional strategies can also be classified as deductive or inductive. Have students consult references to explain the difference. The following definitions are provided on page 190 of *Becoming a Teacher in Texas*:

- A *deductive strategy* begins with "knowns" and moves to conclude with "unknowns," such as in a lecture or in a "direct teach" where the teacher gives definitions or steps for skills and students follow with guided and independent practice.
- An *inductive strategy*, such as an inquiry or a discovery lesson, begins with curious events, scenarios, "unknowns," or questions and moves to "knowns" or to finding the answers. Such a strategy is more student-centered; the student actively searches for knowledge.

Lead students to recall examples of effective deductive and inductive strategies in which they have participated as students. Have them relate examples and state the specific subject-matter area and topic for each example. Ask a volunteer to list examples and corresponding subject-matter areas as students relate them. Lead a class discussion on effective use of both types of strategies.

Key Questions

- Which type of strategy, deductive or inductive, is most representative of indirect teaching? of direct teaching?
- Which type of strategy would likely be more appropriate for students who have no knowledge or background on a new topic?
- Which type of strategy leads learners to higher levels of thinking?
- How does the subject-matter area or topic impact a teacher's decision to use an inductive or deductive model in developing instructional strategies? Give examples.

6A4) Group Activity/Class Discussion

Refer students to the description of constructivist teaching on page 74 of *Reaching to Teach*. Divide the class into four groups, and assign each group one of the four following elements cited for constructivist teaching:

- The teacher elicits students' prior knowledge.
- The teacher must learn about students' learning.
- Students use information to construct meaning.
- The teacher creates a social milieu within the classroom.

Direct each group to develop examples of instructional strategies that enforce the assigned element of constructivist teaching. Have each group share examples. Also from page 74 in Reaching to Teach, discuss the term *scaffolding* and lead students to generate examples. Lead a class discussion on constructivist teaching.

Key Questions

- What role does prior knowledge play in the selection and adjustment of instructional strategies?
- Why does the teacher need to learn about the ways students learn?
- How do students construct meaning from information learned? How can a teacher aid in this construction of meaning?
- What role does the discussion of *meaning* play in understanding?
- How does scaffolding work?
- Why would an understanding of scaffolding be important in teaching a new concept to learners of various ages?

6A5) Internet Search/Group Activity

Lead students to research key concepts related to information processing, or the thinking process, that impact development of instructional strategies. This activity will build methods covered in previous strategies and review information in section, Methods Based on the Thinking Process, pages 74-75 of *Reaching to Teach*. Have students identify key terms related to the thinking process, such as information processing, problem solving, critical thinking, inductive reasoning, inquiry learning, and discovery learning. List key terms on the board or overhead.

Have students work in groups to research the terms by conducting Internet searches for information on each. Groups should prepare a written description of each, along with an explanation of importance, appropriate use, and examples. Encourage students to add any key terms they discover in their research. Have them be sure to cite Web sources of their information. Ask one group to present findings on one term, and allow other groups to offer edits or contribute additional related information from their research. Continue the process, rotating from group to group, until all terms have been discussed.

TAKS READING TAKS SOCIAL STUDIES

Lead students to compile their findings in a visual display that summarizes key concepts related to information processing. Examples of visual display formats are provided in the **Creative Ideas** section of this guide.

6A6) Written Exercise/Demonstration

Display Teaching Aid 82, ***Options for Grouping Learners***. Point out that another factor to consider in developing instructional strategies is how students will be grouped. Three general options are whole-class, small-group, or independent instruction. Lead students to cite examples of strategies that utilize each type of grouping. For example, class discussion is a whole-group activity, pairs of students presenting a role-play would be a small-group activity, and a computer-assisted program would be an independent activity.

TA82 Options for Grouping Learners

Have students consult references to determine factors to consider in determining how to group students for specific instructional strategies and types and examples of small-group instruction. Instruct each student to compile findings in a written paper. Lead students to share and discuss their findings. **Note**: Refine and present guiding questions to students prior to their research, such as the following. These can also be the basis for summary whole-class discussion.

TAKS READING TAKS WRITING

- What is peer-mediated instruction? Cite examples.
- What is cooperative learning?
- How may cooperative learning groups be structured?
- What is group investigation? When might it effectively be used?

Key Questions

Key Questions, Continued

- How does peer tutoring differ from cross-age tutoring? What are examples and benefits of each?
- What is the role of the teacher in small-group instruction?

TA83 Guidelines for Implementing Peer-Mediated Instruction

Provide students with a copy of Teaching Aid 83, ***Guidelines for Implementing Peer-Mediated Instruction***. Model for students ways to implement each guideline when structuring a group activity.

6A7) Visual Display

Field Experience

Assign students to observe in their field-site classrooms how students are grouped for various instructional activities. Have them take pictures, using a digital camera, of students participating in whole-class, small-group, and independent instruction. Lead students to share and explain their photographs.

After viewing and discussing the resulting photos, guide students to create a visual display that illustrates a variety of instructional groupings, representing various ages and subject-matter areas. Examples of possible products include a computer-generated poster or a Web page where photos are posted. Have students label each with a descriptor of the type of instruction that is occurring. **Note**: Be sure appropriate permission has been obtained for use of student photos, such as posting on the Web.

6A8) Review Activity/Game

TA84 Matching Up Instructional Terms

Lead students to review terms and definitions covered in TEKS 6A. Teaching Aid 84, ***Matching Up Instructional Terms***, may be used or adapted as a review exercise. Key terms can also be used to develop a game, such as Jeopardy or Concentration, for student review. Include any additional terms that students have identified in previous strategies.

Following is the answer key for Teaching Aid 84. Definitions for most of these terms, plus additional ones, may be found on the FlexChoice Web site, Chapter 9, Key Terms and Concepts.

1. N
2. C
3. A
4. O
5. E
6. F
7. J
8. G
9. B
10. H
11. K
12. I
13. L
14. M
15. D

A*

6B) *The student is expected to determine the influence of student learning needs and subject matter on selection of instructional strategies.*

Note to Teacher: Instructional strategies for TEKS 6B closely relate to those in TEKS 3D. Both TEKS address effective teaching practices for learner differences and special needs conditions.

6B1) Research/Group Activity/Presentation

TAKS READING

Assign students to read the following sections from *Reaching to Teach*:

- Determining Types of Learning, pages 218-219
- Selecting Teaching Methods and Activities, page 220
- the subsections on Matching Teaching Techniques to Types of Learning, pages 220-222

Lead a class discussion on information presented in the text.

Key Questions

- Why is it important first to ask the question, "What is it that I want my students to know, feel, and be able to do as a result of this teaching unit?"
- What are examples of the different types of learning that students may need to achieve?
- What are examples of subject matter that would likely focus on cognitive learning? on affective learning? on learning physical skills?

Point out that different types of learning require different teaching techniques. For example, the teaching of physical skills requires different teaching techniques than teaching factual understanding. Divide the class into four groups, and assign each group one of the following areas of learning discussed in the text:

- teaching facts
- teaching concepts and generalizations
- teaching thinking and problem-solving skills
- teaching physical and manipulative skills

Have each group prepare a presentation for teaching the guidelines for their assigned area to classmates. This should include a visual display of the numbered points and explanation of each. Instruct each group to demonstrate application of guidelines for their assigned area, such as an example lesson plan for teaching a specific topic.

6B2) Class Project

Guide students in a class project to develop a card file of instructional strategies. Have students work in groups to search references and the Internet for examples of instructional strategies. A Web search for "instructional strategies" or "teaching strategies" should yield several sites. One current site is a Glossary of Instructional Strategies at *glossary.plasmalink.com/glossary.html*. Have students write on a separate index card the title of each strategy and a brief description. Lead students to compile their cards into a single set, eliminating duplicates and refining descriptions.

Divide the cards among students to add the following information on the back of each card:

- recommended grade levels for each instructional strategy (i.e., PK-12, 1-3, 9-12)
- subject matter areas in which the strategy would be especially appropriate
- if applicable, special student learning needs that would be met by the strategy

Lead students to analyze factors that led to categorization of specific strategies by grade level, subject-matter area, and special learning needs.

Key Questions

- How do student learning needs and subject matter influence selection of instructional strategies?
- Why is it important for a teacher to use a variety of instructional strategies in presenting information to a class of students?

6B3) Class Discussion/Field Experience

Lead students through discussion to review and apply information from Strategies 3B7 - 3B10 related to multiple intelligences and learning styles. Teaching Aids 40-44 may be used to provide summary information.

Key Questions

- What impact do multiple intelligences and learning styles of learners have on the development of instructional strategies?
- What are examples of strategies that would appeal to learners who are predominantly analytic in style?
- What are examples of strategies that would appeal to learners who are predominantly global in style?
- How might a teacher design instructional strategies that would meet the needs of a classroom that contains a broad mixture of global and analytic learners, as well as learners with strengths in various intelligences? (Teaching Aid 85, ***Instructional Suggestions for the Learning Styles of All Students***, can be displayed to facilitate discussion of this question.)

TA85 Instructional Strategies for the Learning Styles of All Students

TA86a-b Strategies to Support Global Learners

Field Experience

Provide students with a copy of Teaching Aids 86a-b, ***Strategies to Support Global Learners***, for inclusion in their Teaching Resource Portfolios. Have each student select one of the strategies that would be useful in the field-site classroom. With approval from the field-site teacher, have the student implement that suggestion and report on the effectiveness.

6B4) Class Discussion/Individual Activity

TAKS READING

Assign students to read Planning for Individual Differences on pages 233-235 of *Reaching to Teach*. Lead a class discussion on common frustrations that teachers may face in dealing with individual differences and learning needs of all students in the classroom. Tie the discussion to previous learning from TEKS 3D related to learner differences and adaptations for students with special needs.

Key Questions

- What are some common frustrations for teachers when developing instructional strategies for students with different learning needs?
- How has recent legislation, such as the Individuals with Disabilities Education Act of 1991 (IDEA), impacted classroom instruction?
- What suggestions are offered for developing instructional strategies in an inclusive classroom?

Assign each student one of the basic strategies listed in the assigned reading. Instruct each student to summarize the strategy and devise three examples of ways it could be implemented with learners at a specific level for specific subject-matter content. **Note**: Relate student learning to what was covered in Strategy 3D11, including the list of teaching strategies and practices developed for teaching all learners in inclusive classroom.

6B5) Demonstration/Visual Display

TA87 Adapting Instructional Material

Distribute Teaching Aid 87, ***Adapting Instructional Material***. Assign each student one of the seven categories of adaptations. Have each student prepare an example instructional strategy or teaching aid from the assigned category. Lead students to share and explain their products to the class. For each product, lead students to note the age level at which the strategy or teaching aid would be appropriate, the subject matter addressed, and special learning needs that would be addressed by the adaptation. Following presentations, prepare a display of products.

FCCLA

As an alternate activity, or as an FCCLA service project, have students assist teachers in modifying instructional materials or tests to meet special needs of students.

6B6) Scenarios

TAKS READING TAKS WRITING

Have students read Meeting Individual Differences on page 270 of *Reaching to Teach*. Lead students to write scenarios of situations they have observed where strategies described in the reading have been effectively used by a teacher to meet varied learning needs and avoid potential problems that might otherwise result. Remind them to practice confidentiality by not revealing actual names. Lead students to share and discuss their scenarios.

TA88 Benefits of Field Trips and Special School Activities

6B7) Class Discussion/Group Activity

Ask students to describe a favorite field trip or special school activity during their school career. Have students explain what they learned from the field trip or activity. Lead students to discuss how field trips and special school activities can provide the basis for effective instructional strategies. Teaching Aid 88, ***Benefits of Field Trips and Special School Activities***, provides background information.

Field Experience

Divide the class into groups according to subject-matter areas and/or grade levels representative of their field-site classrooms. Instruct each group to determine field trips and special school activities that would provide effective instructional activities for their field-site learners. Encourage students to obtain input from their field-site teachers. Lead groups to share their lists with the class. Save the groups' listings for potential use in Strategy 6C, where students may have opportunity to plan and implement a field trip.

6C) The student is expected to utilize instructional strategies effectively.

Field Experience

6C1) Field Experience/Application

Guide students to apply concepts covered in TEKS 6A and 6B as they utilize instructional strategies effectively in their field-site classrooms. Several examples of instructional strategies were previously suggested and/or modeled by students in strategies for TEKS 6A and 6B, as noted in the following bulleted listing. Building as appropriate upon examples and products from previous strategies, have students develop and implement in their field-site classrooms instructional strategies that provide application of concepts such as the following:

- direct and indirect instruction (Strategy 6A2)
- deductive and inductive reasoning (Strategy 6A3)
- examples of constructivist teaching (Strategy 6A4)
- strategies that include information processing, such as problem solving, critical thinking, inductive reasoning, inquiry learning, and discovery learning (Strategy 6A5)
- grouping students to facilitate learning (Strategies 6A6 and 6A7)
- using different teaching techniques to achieve specific types of learning (Strategy 6B1)
- designing instructional strategies to meet varying learning styles, including that of global learners (Strategy 6B3)
- designing instructional strategies for students with special learning needs (Strategy 6B4)
- adapting instructional material for learners with special needs (Strategy 6B5)

Have students plan each field experience for utilizing instructional strategies with their field-site teachers. Instruct them to prepare a written plan prior to the experience and a written evaluation afterward. Teaching Aids 89a-b, ***Field Experience: Utilizing Instructional Strategies***, may be used as a tool for student planning and evaluation; a section is included at the end of the two-sided evaluation form for comments from the field-site teacher. **Note**: The second bullet under "Evaluation of field experience" relates to learner response to the strategy; this concept will be strengthened in TEKS 6D through the study of learner feedback.

TA89a-b Field Experience: Utilizing Instructional Strategies

TAKS WRITING

6C2) Field Experience

Have students copy from the class card file (developed in Strategy 6B2) three instructional strategies to implement with learners, either in the field-site classroom, in an extracurricular setting, or through an FCCLA Ready, Set, Read! activity. Guide students through the process of planning and implementing strategies, with appropriate approval from field-site or other supervising teachers.

TAKS WRITING

FCCLA

Field Experience

Instruct students to submit a written evaluation of the activity. Have students note on their card copies any adaptations they made to the instructional strategy and then add the personalized copy of the strategy to the Teaching Resource Portfolio.

6C3) Field Experience

Provide students with a copy of the **Creative Ideas** section of this resource guide. Assign each student one of the following segments:

- Group Activity/Teamwork
- Resource Persons
- Organizing and Presenting Information
- Case Studies and Scenarios
- Listening Teams
- Brainstorming
- Games
- Internet Activities
- Let Students Help!

Instruct students to develop instructional strategies related to their assigned segment that could be used in their field-site classrooms. Have students note how the strategies would meet specific developmental levels of targeted learners and address field-site content. Lead students to share their strategy suggestions with classmates and obtain relevant feedback.

With approval of their field-site teachers, have students implement their strategies in the field-site classrooms. Instruct students to submit a written evaluation of each experience. Lead students to share and discuss their field experiences in class.

TAKS WRITING

Field Experience

TA90 ***Factors to Consider when Planning a Field Trip***

6C4) Class Discussion/Field Experience

Provide students with copies of Teaching Aid 90, ***Factors to Consider when Planning a Field Trip.*** Lead a class discussion on the importance of carefully planning field trips or other special school activities.

Key Questions

- Why is it important to link a planned field trip to a clear educational objective?
- What procedures of the local school district must be followed in planning and implementing a field trip? What paperwork is involved?
- What are suggestions for maximizing the learning of students who participate in a field trip?
- What steps are involved in the follow-up after a field trip?
- Why is evaluation an important component following a field trip?

TA91 ***Planning a Field Trip or Special School Activity***

TAKS WRITING

Field Experience

In collaboration with their field-site teachers, have students plan a field trip that would meet instructional objectives for learners in the field-site classroom. Teaching Aid 91, ***Planning a Field Trip or Special School Activity,*** may be used as a guide. If possible, have students assume a lead role with the field-site teacher in implementing the field trip plans. In that instance, steps 3-5 on Teaching Aid 91 would be the description, follow-up, and evaluation for the actual event. If implementation is not possible, the student would describe for each of the steps what exactly would be done to implement, follow-up, and evaluate a planned field trip.

A*

6D) The student is expected to utilize learner feedback to guide selection and adjustment of instructional strategies.

6D1) Class Discussion

Lead students to define the term *feedback* and tell what they already know about feedback. It is a term they likely have encountered in studying basic elements of communication. Simply stated, *feedback* is the response a person gets to a message sent. It is a process by which both listener and speaker check the meaning of a message. It enables the listener to be sure she or he understands the speaker's message. It also assures the speaker that his/her message is understood by the listener. In addition, feedback provides the speaker the opportunity to clear up a message that has been misunderstood.

TA92 ***Feedback may be defined as...***

Point out that for teachers, feedback involves two processes. For instruction to be effective, the teacher must solicit learner feedback (feedback from learners). At the same time, the teacher must provide feedback to learners. Display Teaching Aid 92, ***Feedback may be defined as...*** Lead a class discussion on the use of feedback as a tool for effective instruction.

- Why is it important for the teacher to relate to the learner how things are going in the learning process?
- What are some ways teachers can provide feedback to students?
- Why is it important that the instructor obtain feedback from learners about how well learners understand what is being taught?
- What are some ways teachers can obtain learner feedback?
- How can teachers use learner feedback to improve instruction?

Key Questions

6D2) Observation

TAKS WRITING

Field Experience

Assign students to observe and record examples of feedback in their field-site classrooms, classes in which they are currently enrolled, or other educational settings. Have students include the two types of feedback discussed in Strategy 6D1 - feedback teachers provide to learners and feedback teachers solicit from learners. In their observation record, have students write down what was said or done by the teacher to provide or solicit feedback.

Have students take turns sharing examples of observed techniques for providing and soliciting instructional feedback. Assign a recorder to list the examples as they are shared, categorizing them according to whether the feedback was to learners or from learners.

Lead students to determine the best techniques/examples and compile these into a set of Examples of Effective Feedback that students can keep in their Teaching Resource Portfolios and practice in the field-site classroom.

6D3) Research/Presentation

Ask students the following question, "Does everyone understand how and why teachers obtain learner feedback?" Allow students to respond to the question. After obtaining some responses, point out that this was probably an ineffective way to find out whether they, as learners, really do understand. Lead students to share why they might be reluctant, or even unable, to answer the question honestly. For instance, most people are reluctant to acknowledge before a group that they do not understand. Also, if students simply respond with "yes," the teacher cannot be sure they really do understand, or that they understand the right thing.

TAKS READING TAKS WRITING

Assign students to work in groups to research and prepare a presentation on effective ways to solicit learner feedback. Have them conduct an Internet search on "learner feedback" and/or consult references. Lead groups to take turns presenting their findings to the class. Point out instances where the effective ways cited by students correlate to techniques observed in Strategy 6D2.

Write the following equation on the board or overhead: "Feedback = Check for Understanding." Hold up the "So what?" visual prompt developed in TEKS 3B. Ask students, "So what? Why is it really important for a teacher to check the understanding level of students? And, what should a teacher do upon learning that some or all students have not understood what has just been taught?" The point to be reached is that the purpose of feedback is so that teachers will know whether their instruction is effective, and if not, make adjustments in their instructional strategies. Provide an example of adjustments you, as a teacher, have made based upon learner feedback.

6D4) Class Discussion/Role Play

TA93 Guidelines for Providing Feedback to Learners

Display Teaching Aid 93, ***Guidelines for Providing Feedback to Learners***. Lead students to discuss the guidelines cited for communicating to learners how they are doing in their learning process.

Key Questions

- Why is a climate of trust essential to effective use of feedback? How can this be established?
- What are examples of positive ways to provide feedback when learner improvement is needed?
- Why is it important that feedback be provided on a timely basis?
- How would the age level of learners impact feedback provided? What are examples of providing feedback at the learner's level?
- Why is it important to follow-up after feedback has been given to a learner?
- What does it mean for learners to become able to "self-evaluate" and "self-correct"? Why is this important?

Divide the class into groups according to grade levels of their field-site classrooms. Have each group practice and role play four techniques for providing feedback to learners in a class at the assigned level. In their role plays, have students incorporate relevant guidelines from Teaching Aid 93. Before presenting their role play, have each group set the stage by explaining the setting - including grade level, subject matter area, and any special learning needs to be considered. Examples of feedback which students might present include written comments on students' work; verbal comments to the whole class or individuals; and nonverbal clues, such as a nod, smile, or pat on the back. Have groups include examples where feedback reinforces understanding, as well as feedback that points out lack of understanding. Point out that feedback can be positive and encouraging, even when improvement is needed. As students present their role plays, correct or strengthen their examples as needed by modeling examples of descriptive, nonjudgmental, supportive language.

6D5) Class Discussion

An integral part of utilizing classroom instruction involves the students' interests. A relatively new term is *kidwatching*. Distribute Teaching Aid 94, ***Kidwatching***. Have students read the teaching aid. Lead a class discussion and check for understanding using questions such as the following.

TA94 Kidwatching

- How might kidwatching provide learner feedback?
- What challenges would kidwatching present to the teacher?
- What benefits would students receive if a teacher practiced kidwatching?
- What are some possible reasons why more teachers do not practice kidwatching?
- How could kidwatching be used to guide the selection and adjustment of instructional strategies?

Key Questions

6D6) Field Experience

Have students focus on obtaining and providing feedback from learners in the field-site classroom. Have them record examples of feedback as they present instructional strategies or otherwise interact with learners. The second bullet on Teaching Aid 89a, ***Field Experience: Utilizing Instructional Strategies***, asks about learner responses to an instructional strategy presented by students, which relates to feedback. Students could also journal examples of feedback presented to and solicited from learners.

TA89a-b Field Experience: Utilizing Instructional Strategies

TAKS WRITING

Field Experience

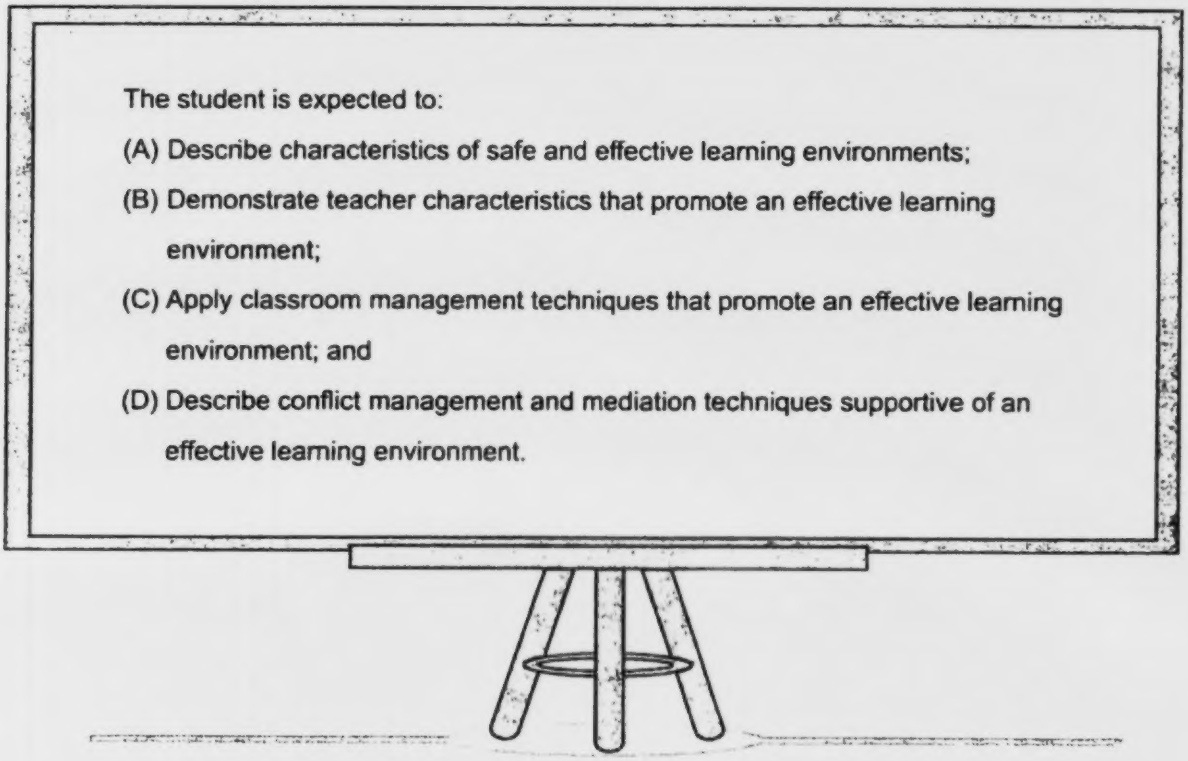
FCCLA ACTIVITIES

- Ready, Set, Read!
- STAR Events: Applied Technology; Focus on Children; Illustrated Talk; Interpersonal Communications
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

A*

TEKS 7

Creating an Effective Learning Environment



The student is expected to:

(A) Describe characteristics of safe and effective learning environments;

(B) Demonstrate teacher characteristics that promote an effective learning environment;

(C) Apply classroom management techniques that promote an effective learning environment; and

(D) Describe conflict management and mediation techniques supportive of an effective learning environment.

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Suggested Resources - TEKS 7

Books

Chamberlain, V. and Cummings, M. (2003). *Creative Instructional Methods.* New York, NY: Glencoe/ McGraw Hill.

- Chapter 18, Motivation, Discipline, and Student Responsibility

Henry, C. and Nath, J. (2001). *Becoming a Teacher in Texas: A Course of Study for the Professional Development ExCET.* Belmont, CA: Wadsworth/Thomson Learning.

- Chapter 5, Motivating Students
- Chapter 11, Managing the Classroom Environment

Reaching to Teach: Custom Edition compiled to Introduce Secondary Students to Education Careers. Boston, MA: Pearson Custom Publishing. (2002) Available from The Curriculum Center for FCS.

- pages 60-63, What Determines the Culture of the Classroom?
- pages 63-67, How Can You Create a Positive Learning Environment?
- pages 67-72, What Are the Keys to Successful Classroom Management?
- pages 239-264, Chapter 9: Classroom Organization and Management
- pages 265-295, Chapter 10: Positive Discipline in the Classroom

Videotapes

The Curriculum Center for Family and Consumer Sciences

- *Guidance and Discipline: Coping with Challenging Behavior*
- *Guidance and Discipline: Teacher/Child Interaction*
- *Guidance and Discipline: The Teacher's View*

Web Sites

Becoming a Teacher FlexChoice Web Site
www.pearsoncustom.com/tturtt

The Cooperative Learning Center at the University of Minnesota
www.co-operation.org/pages/conflict.html

Derek Bok Center for Teaching and Learning, Harvard University
bokcenter.harvard.edu/docs/hotmoments.html

Family, Career and Community Leaders of America
www.fcclainc.org

The Master Teacher, You Can Handle Them All Web Site
www.disciplinehelp.com

National Education Association, Works4Me Tips Library
www.nea.org/tips/library.html

Texas Education Agency
www.tea.state.tx.us (Teacher Resources, Teacher Tool Bag, Educational Resources, Classroom Strategies)

A*

7A) The student is expected to describe characteristics of safe and effective learning environments.

7A1) Class Discussion/Group Activity

Ask students what a safe and effective learning environment would "look like." Lead students to share responses based on their own educational experiences, as well as teacher prep field experiences.

Distribute Teaching Aid 95, ***Students' Rights***. Ask a student volunteer to read the statements aloud. Based on the teaching aid, lead a class discussion about the impact of a safe and effective learning environment on learners in the classroom.

TA95 Students' Rights

- What rights do students consider as basic for learners in the classroom?
- What teacher characteristics or teaching strategies would promote conditions such as those described in the teaching aid?
- Given that rights are accompanied by responsibilities, what responsibilities would students have in relation to each right listed on the teaching aid?

Key Questions

Divide the class into groups; assign students to groups according to the grade level of their field-site placements. Assign each group to write a set of Students' Rights that would be appropriate for learners at their assigned level. Have groups share their Students' Rights with the class. Lead them to note that both teacher and students share responsibility for achieving a safe and effective learning environment.

TAKS WRITING

7A2) Brainstorming/Interview

Display Teaching Aid 96, ***Safety First***. Lead students to brainstorm what each of the three keys entails, including specific examples. Discuss with students the importance of district and campus procedures regarding safety. Either obtain a copy of district safety procedures or have students obtain examples from their field-site teachers. Have students examine the district/campus safety procedures and point out examples related to awareness, protection, and response.

TA96 Safety First

TAKS READING

Have students interview their field-site teachers to ascertain important safety procedures that apply to the field-site classroom. Examples of interview questions include the following:

- What is the teacher's role in implementing safety procedures on your campus?
- How do teachers learn about district procedures related to safety?
- What are the most important procedures for which you are responsible in your classroom?

TAKS SCIENCE

Field Experience

TAKS
WRITING

- What procedures related to safety do all students need to know?
- How are these procedures taught?

Instruct students to write a summary of their findings. Lead students to share findings with the class.

7A3) Class Discussion/Presentation

TA97 Examples of Emergency Situations

Ask students if they have ever been involved in an emergency situation at school. If so, lead them to share as appropriate what initiated the emergency and how it was handled. Display Teaching Aid 97, ***Examples of Emergency Situations***. Lead a class discussion on types of emergencies that might occur at school or during school hours.

Key Questions

- How much warning would likely precede various emergency situations?
- What provisions need to be on hand in order to retain the students for an extended period of time or overnight?
- Where are the safest places in a building to take students during each emergency?
- How can teachers reassure students and keep them calm during an emergency?
- How much information should be shared with students in advance regarding various emergencies?
- What is the importance of emergency drills? (How do emergency drills help students remain calm during actual emergencies?)

Assign each student one of the main headings of potential emergencies cited on the teaching aid. Have each students investigate the assigned category of emergencies to find out how such emergencies might impact their field-site school, what procedures are in place for responding, and any other information of importance to teachers and students. Direct students to prepare and present an informative, creative presentation of findings. Have students record findings for their Teaching Resource Portfolios.

7A4) Field Experience/Individual Activity

TA98 Using Story Books to Prepare Students For An Emergency

TAKS
READING

Field Experience

Distribute Teaching Aid 98, ***Using Story Books to Prepare Students For An Emergency***. Have students choose a children's book related to weather. After obtaining permission from the field-site teacher, have the student read the weather-related story book to the field-site classroom or to a small group within the field-site classroom.

Have students locate two additional children's books related to another potential emergency. Tell students to detail how the books would be used to teach a student about the situation. Lead students to share results with the class. **Note**: This activity could be extended in conjunction with a Ready, Set, Read! Project. For example, students could arrange opportunities to read their two books to other learners.

FCCLA

7A5) Class Discussion/Individual Activity

Review the school district's procedures for emergency drills, such as fire drills. Show students a copy of the local school district's campus fire drill procedures and evacuation routes, or have a guest speaker share the information. Lead a class discussion on ways to present rules most effectively to students. Discuss how often drills should be practiced and how often teachers should discuss the emergency rules with students.

If possible, obtain a copy of the school's plan for exiting the building during an emergency drill. Note primary and alternate routes. Lead a class discussion on the importance of designating alternate evacuation routes. Ask students why it is vital to count the children before leaving the room and again when assembling outside.

TAKS WRITING

Field Experience

Assign students to work with their field-site teachers to learn the exit route from the field-site classroom if a fire, or other emergency, should occur. Have students also research the procedure for reporting a fire in the field-site location. Instruct students to summarize in writing the steps they would take in the event of a fire at their field-site location during the school day.

7A6) Class Discussion/Research Project

Assign students to collect articles related to school violence from newspapers, magazines, or the Internet. Have students show and summarize their articles for the class. Lead a class discussion on how the issue of school violence impacts the learning environment and what teachers need to know to decrease the risk and create a safe school environment.

Key Questions

- How has school violence changed in recent years?
- What factors may contribute to increased school violence?
- What are examples of steps schools have implemented to prevent school violence?
- What is the role of teachers in preventing school violence?
- What is the role of students?

TAKS READING TAKS WRITING

Assign students a mini-research project addressing the above questions concerning school violence. Have students report findings to the class.

FCCLA

Note: "Youth Violence Facts" are cited on the *STOP the Violence* page, linked to the FCCLA national organization Web site at *www.fcclainc.org*. In addition to using this as a resource, students could investigate STOP the Violence projects they might choose to implement through FCCLA.

7A7) Individual Activity/Guest Speaker/Visual Display

Ask students to examine the fire extinguishers in the classroom or hallway. Have them locate the label or pictogram that indicates what

TAKS READING

type of fire can be extinguished. Have students check other fire extinguisher labels throughout the school and report to the class on the number or types of fire extinguishers.

Invite a fire official to speak to the class and demonstrate the correct use of fire extinguishers. Have students simulate using a fire extinguisher. Ask students to prepare questions prior to the speaker's arrival.

FCCLA

Field Experience

Option: An appropriate idea for an FCCLA activity is to conduct a poster contest during October, which is Fire Prevention month. With permission of the field-site teacher, students could conduct the poster contest in a field-site classroom. This would provide opportunity for students to teach information about fire prevention to learners in the field-site classroom.

A*

7B) The student is expected to demonstrate teacher characteristics that promote an effective learning environment.

Note to Teacher: Teacher characteristics highlighted in TEKS 7B relate closely to personal characteristics covered in TEKS 1B.

7B1) Class Discussion/Group Activity/Modeling

TAKS READING

Assign students to read the section, What Determines the Culture of the Classroom?, on pages 60-63 of *Reaching to Teach*. On the board or overhead, write the following definition for *classroom climate* provided in the reading - the atmosphere or quality of life in a classroom. Based on information in the text, and supplemented by students' field experiences, lead a class discussion on ways teachers can positively impact the culture of the classroom.

Key Questions

- What determines the atmosphere or quality of life in a classroom?
- What variables, many of which are outside the teacher's control, impact classroom climates?
- How do a teacher's instructional decisions impact classroom climate? Give examples.
- What four "necessary conditions" were suggested for increasing student learning through positive interactions?
- What communication skills contribute to the effectiveness of teachers in establishing a positive classroom climate?
- How do interactions among students impact classroom climate?
- How can teachers promote effective group processes in the classroom?

Divide the class into groups. Refer each group to the eight characteristics of positive classroom climates cited on pages 60-61 of *Reaching to Teach*. Also refer students to the thirteen teacher behaviors associated with positive climate that are listed on pages 246-247. Instruct groups to select five of the cited characteristics or behaviors and model how a teacher might display each one. Have students take turns modeling positive teacher examples.

7B2) Written Exercise

Display Teaching Aid 99, ***Four Instructional Domains***. Explain that according to one educational model, the Praxis Framework for Teaching, it is important for teachers to be proficient in the four domains shown.

TA99 Four Instructional Domains

Have students read What are Some Characteristics of Effective Teaching?, page 76 of *Reaching to Teach*, and refer to Figure 9.5 on the FlexChoice Web site. Instruct students to take a sheet of paper and fold it into quarters, then write the following domain titles at the top of each section:

- Planning and Preparation
- Instruction
- The Classroom Environment
- Professional Responsibilities

Within each of the four quadrants, have students list teacher characteristics that would be needed to perform the tasks within that domain. Have students share and explain their completed assignment.

TAKS READING

TAKS WRITING

7B3) Group Activity/Demonstration

Display Teaching Aid 100, ***Teacher Characteristics that Promote An Effective Learning Environment***. Add to the list if the class reaches consensus on additional characteristics. Have students work in pairs to analyze each characteristic and answer the following questions:

- How does this characteristic promote an effective learning environment?
- What does it "look like," specifically, when a teacher exhibits the characteristic?
- How can students, as prospective future teachers, develop or strengthen the characteristic?

TA100 Teacher Characteristics that Promote An Effective Learning Environment

Take a copy of Teaching Aid 100 and cut it into strips, with one characteristic listed on each resulting strip of paper. Fold the strips, and have each pair of students draw one or more strips. Instruct pairs to develop a role play of a teacher demonstrating each characteristic. As each pair demonstrates their characteristic, have other pairs guess which characteristic is being depicted. Following each demonstration, review answers to the above questions about how the characteristic promotes an effective learning environment, what actions teachers take in exhibiting the characteristic, and how students can develop or strengthen the characteristic. **Note:** If possible, videotape the role plays.

TA100 Teacher Characteristics that Promote An Effective Learning Environment

7B4) Field Experience

Have students provide their field-site teachers with a copy of Teaching Aid 100, ***Teacher Characteristics that Promote An Effective Learning Environment***, and ask the field-site teachers to rate student demonstration of each characteristic as follows:

- ☆☆☆☆ (four-star rating) = Excellent. Student exhibits this characteristic consistently and effectively. No specific suggestions are offered for improvement.
- ☆☆☆ (three-star rating) = Good. Student exhibits this characteristic most of the time with a high level of effectiveness. Demonstration of the characteristic can be strengthened with specific suggestions and practice.
- ☆☆ (two-star rating) = Fair. Student can exhibit the characteristic to fair degree, but does not do so regularly. Demonstration of the characteristic needs to be strengthened with specific suggestions and practice.
- ☆ (one-star rating) = Improvement needed. Exhibition of this characteristic is not yet a strength. Specific suggestions and practice are needed to develop the characteristic.

TAKS WRITING

Field Experience

Have students request that field-site teachers can note their ratings on the teaching aid, and that specific suggestions for improvement be provided for anything less than a four-star rating. Point out to students that few experienced teachers would achieve high ratings on all characteristics, and they should use the experience to identify strengths and areas for improvement. In collaboration with the field-site teacher, assign each student to select two characteristics on which to work and develop a plan for strengthening those two. Have students turn in their written plan and a written follow-up as they take planned steps to strengthen the targeted characteristics. The field experience could be conducted as an FCCLA Power of One: A Better You project.

A*

7C) The student is expected to apply classroom management techniques that promote an effective learning environment.

7C1) Class Discussion/Interviews

TAKS READING

Have students read the section, How Can You Create a Positive Learning Environment?, on pages 63-67 of *Reaching to Teach*. Lead students to identify and discuss classroom management techniques that would enable a teacher to achieve the three important dimensions of positive learning environments.

Key Questions

- What techniques can teachers use to create a *caring classroom*?
- What can a teacher do to design a physical environment that is conducive to learning?
- What factors are involved in *classroom organization*?
- What are ways students can be grouped for instruction?
- How does grouping of students impact the learning environment?
- How do effective techniques for delivering instruction impact the learning environment?
- Why is it important that teachers structure time effectively to maximize student learning?
- How do district scheduling arrangements, like block scheduling, impact teaching techniques?

TAKS SCIENCE

Field Experience

Have students interview their field-site or other master teachers to learn specific tips for each of the following categories:

- creating a caring classroom environment
- managing the physical environment
- organizing the classroom
- structuring time

TAKS WRITING

Instruct students to write down the suggestions. Lead students to share tips, one category at a time, and compile them into a class listing. Have one or more students convert the list into a computer-generated format that students can keep in their Teaching Resource Portfolios.

7C2) Field Experience

TAKS WRITING

Field Experience

Assign each student to select one tip from each category discussed in Strategy 7C1 and apply the tips in the field-site classroom. Have students write a brief account of their experiences in applying the tips, including their perception of how the techniques impacted the classroom learning environment.

7C3) Class Discussion/Written Exercise

Point out that the way students are grouped for instruction has a significant impact on the learning environment. Lead students to share various types of groupings used in their field-site classrooms and to discuss factors that impact how students are grouped for specific instruction. During the discussion, draw on information on Grouping Students by Ability and Grouping Students for Cooperative Learning, which students read on pages 65-66 of *Reaching to Teach* in Strategy 7C1.

TA101 Group Member Styles
TA102 Productive Team Behaviors

State that learners can be taught how to participate productively in classroom groupings. Distribute copies of Teaching Aid 101, ***Group Member Styles***, and Teaching Aid 102, ***Productive Team Behaviors***. Guide students through explanations of each group member style, and have them determine the type of group member with whom they most closely identify. Lead them to analyze behaviors that make groups productive.

TAKS WRITING

Field Experience

Assign each student to write an essay on how knowledge of group interaction and what makes groups productive would enable a teacher to structure groups more effectively. Have students work with their field-site teachers to implement various learner groupings as they present lessons in their classrooms.

TA103 Styles of Discipline
TA104a-b Analyzing and Applying Classroom Management Techniques

TAKS WRITING TAKS READING

7C4) Written Exercise/Application

Assign students to read the section, What Are the Keys to Successful Classroom Management?, on pages 67-72 of *Reaching to Teach.* Use Teaching Aid 103, ***Styles of Discipline***, to enhance the subsection on The Democratic Classroom. Have students complete Teaching Aids 104a-b, ***Analyzing and Applying Classroom Management Techniques***. Lead students to share answers, responses, and their classroom rules.

7C5) Research/Class Discussion

Lead students to brainstorm examples of learning motivators - things that push them to learn. Ask a student volunteer to list responses on the board or overhead. Help students explain the difference between *intrinsic motivation* and *extrinsic motivation* to learn. (*Intrinsic motivation* originates within the individual, stemming from the desire to do well for the sake of learning. *Extrinsic motivation* is generated by external rewards or desired by-products of learning). Lead students to categorize the motivators listed in the brainstorming exercise as intrinsic or extrinsic.

TAKS READING

Divide the class into grade-level groupings. Assign students to consult references or the Internet for information on motivating students and examples of ways teachers can use intrinsic and extrinsic motivation to motivate learners at the assigned grade level. As students share their findings, lead a discussion on effective motivation of learners.

Key Questions

- Which motivators are more effective in "pushing" you to learn?
- Do certain subjects require more external motivation for you than others? Why?
- Which motivators do you think would motivate learners in your field-site classroom? Why?
- How do effective and appropriate motivators vary by grade level and subject-matter area?
- What are potential pitfalls of overly using external motivators? (i.e., to be effective, the "prize" may need to get progressively larger)
- How can these pitfalls be avoided?

7C6) Projects and Applications

TAKS READING

Assign students to read the section, Room Environment, pages 240-247 of *Reaching to Teach.* Have students, in groups or individually, complete activities such as the following to apply information presented in the text.

TAKS MATH

- Arranging furniture; seating arrangements. ➤ Have students diagram furniture and seating arrangements in their field-site classrooms. If a variety of grade level placements are not represented, have some students diagram arrangements in some of their high-school classes. Instruct them to label each diagram with the grade level and subject-matter areas of the classroom. Display the various diagrams and have students view and answer the following questions: What are various ways furniture and seating can be arranged? How do subject matter and grade level impact room arrangement? What other factors impact arrangement? How does the room arrangement impact the learning environment of a classroom?
- Computer work stations. ➤ Have students observe and report on how computers are used and arranged in various classrooms. Lead them to share findings and discuss questions such as the following: How are computers used in classrooms representing various subjects and grade levels? What factors impact availability and arrangement of computers?

TAKS MATH

➤ Students can also diagram a computer arrangement in a classroom and evaluate it according to the factors cited on pages 242-243 of *Reaching to Teach*.

- Classroom accessories. ➤ Have students take pictures showing effective use of classroom accessories in classrooms representing various grade levels and subject-matter areas. Guide students to arrange the pictures in a visual display depicting effective use of classroom accessories to enhance the learning environment. If a digital camera is used, students could create a Web page as the visual display.

TAKS READING

- Bulletin boards. ➤ After students have read the section on Bulletin Boards in *Reaching to Teach*, divide the class into teams and give each team three minutes to generate as many bulletin board ideas as they can. Compile the ideas into a master list that can be refined, typed on computer, and added to students' Teaching Resource Portfolios.

➤ Have students conduct an Internet search on bulletin boards and prepare a written report on suggestions and ideas for creating bulletin boards and visual displays, including ideas for high-technology visual displays. Shared suggestions and ideas can be added to the class master list for Teaching Resource Portfolios.

Field Experience

➤ In collaboration with their field-site teachers, have students design and create a bulletin board or visual display in their field-site classrooms.

7C7) Observation/Field Experience

TAKS READING

Have students read Routines and Procedures, pages 247-256 of *Reaching to Teach*. Discuss with students the function of routines in classroom - to enable teacher and class to function smoothly and provide safety and security needed by all. Solicit student responses to the statement, "The more stability in the classroom, the less likely that disruptions will occur."

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Have students observe in their field-site classrooms and provide examples of the following topics from the assigned text: materials and equipment, entrances and exits, movement within the room, instructional routines (beginning the day, noise control, hand raising, getting help, free time, computer rotation, end of the day), and monitors in the classroom. Note that the text examples are geared to the elementary level, but student examples should cover a variety of grade levels.

TAKS WRITING

Field Experience

Under each category, lead students to compile relevant information into suggestions they can implement in their field-site classrooms. Have each student select two suggestions related to routines and procedures to practice implementing in the field-site classroom. Instruct students to record their implementation field experiences.

7C8) Internet Activity/Field Experience

Field Experience

Have students visit the National Education Association's Works4Me Tips Library (on-line at *www.nea.org/tips/library.html* to view resources available through the Web site. Assign students to explore the section on Managing Your Classroom and select a tip that would be appropriate for the field-site classroom. Have each student develop their selected tip into an application and practice demonstrating it for a partner. With approval from the field-site teacher, have students implement their tips in their field-site classrooms.

7C9) Class Discussion/Written Exercise

Write the term *discipline* on the board or overhead. Ask students to place themselves in the perspective of a beginning teacher and describe the thoughts and feelings that the term *discipline* elicits. Read aloud the introduction to Chapter 10 of *Reaching to Teach*, which is located on pages 265-266.

Lead students to brainstorm reasons for classroom discipline. Have a student volunteer list the reasons on the board or overhead. Lead students to compare the listed reasons to those under Why Discipline? on pages 266-267 of *Reaching to Teach*. Point out that an effective discipline plan is an essential classroom management technique.

TAKS WRITING

Assign students to read the section, Your Philosophy, on pages 267-269 of *Reaching to Teach*. Have students complete Worksheet 5.1, Discipline Clarification Activity, on page 291 by rank ordering the positions from 1 to 8, with 1 being the position most like their own. Discuss students' responses and lead the class to reach consensus. Instruct students to look at their personal philosophies of education developed in TEKS 1D. Have students write an addendum, consistent with their personal philosophy of education, that explains their personal discipline philosophy and plans.

7C10) Videotape/Class Discussion

Have students view a videotape on the teacher's perspective of acceptable and challenging behavior, such as *Guidance and Discipline: The Teacher's View.* During the viewing, have students compose questions that will guide class discussion following the viewing. Examples include the following key questions based on information presented in *The Teacher's View.*

TAKS WRITING

- How do background and culture influence teacher/child interactions?
- What is the purpose of guidance and discipline?
- What are examples of behaviors teachers consider challenging?
- What behaviors do you consider most challenging?
- Why is it important that teachers be able to cope effectively with their own feelings when dealing with challenging behaviors?

Key Questions

7C11) Group Activity/Field Experience

Assign students to read the section, Preventing Discipline Problems, on pages 269-274 of *Reaching to Teach.* Have students work in pairs to suggest examples of how each of the following variables would impact potential discipline problems:

- the physical environment
- strategies to meet individual differences effectively
- short and long-term planning
- principles of good instruction
- factors related to organization

TAKS READING

Under the subsection on Instruction, have students work with their partner to demonstrate application of two techniques. Application should be appropriate for learners in the field-site classroom. With approval from the field-site teacher, have students implement their practiced applications in the field-site classroom. Instruct students to record and report results.

TAKS WRITING

Field Experience

7C12) Written Exercise

Assign students to read the section, Off to a Good Start, on pages 274-278 of *Reaching to Teach.* Discuss with students the importance of laying the groundwork for rules and regulations from the first day of school. Instruct students to write an outline of what they would do on the first day of school to establish the foundation for a discipline plan. Their outline should be geared to a specific grade level and content area - either that of the field-site classroom or one they anticipate might be their first teaching assignment. Note that material in the assigned reading is geared to the elementary level, so students will need to adjust accordingly to fit their targeted grade levels.

TAKS READING TAKS WRITING

TAKS WRITING

7C13) Videotape/Application

Have students view the videotape, *Guidance and Discipline: Teacher/Child Interaction*. Instruct students to list guidance and discipline techniques used by the early childhood educators and write a brief explanation of each technique.

Field Experience

Direct each student to select one technique to apply in the field-site classroom, adapting as appropriate to the age level of field-site learners. Have students write brief reflections of their application experiences. Lead students to share their experiences.

A*

7D) Describe conflict management and mediation techniques supportive of an effective learning environment.

TAKS READING

7D1) Group Activity

Have students work in groups to develop a list of potential causes of misbehavior and discipline problems. Refer students to pages 278-279, Looking for Causes, in *Reaching to Teach*. Refer also to the "You Can Handle Them All Web Site" at *www.disciplinehelp.com* or other similar sites accessible through the Texas Education Agencies on-line Teacher Tool Bag (*www.tea.state.tx.us* - Teacher Resources, Teacher Tool Bag). For each potential cause identified, have groups list suggestions for helping and handling. Lead groups to share and discuss their findings.

7D2) Videotape/Class Discussion/Written Exercise

Have students view the videotape, *Guidance and Discipline: Coping With Challenging Behavior*. As they view the video, have students list factors to consider when deciding how to deal with challenging behavior. Lead a class discussion on information covered.

Key Questions

- Why is each factor an important consideration when determining how to deal with challenging behavior?
- Why can learning problem-solving techniques serve as an alternative to challenging behavior for students?
- What suggestions in the video apply to learners of all ages?
- What suggestions might need to be adapted for older learners? In what ways?

TAKS WRITING

Have students write a reflective paper about their personal perception of positive guidance; i.e., "What does positive guidance look like to you?" The papers may be incorporated into students' personal philosophies of education initiated in strategies for TEKS 1D.

7D3) Role Play/Visual Display

Have students read Two Views of Changing Behavior, pages 279-282 of *Reaching to Teach*. Divide the class into groups, and assign each group one of the following viewpoints:

- Rewards and Penalties
- Encouragement and Logical Consequences

Have each group develop and role play examples of their assigned viewpoint towards impacting student behavior.

TAKS READING

Lead students to develop a list of statements to offer encouragement to students and develop into a product for display and inclusion in students' Teaching Resource Portfolios.

TAKS WRITING

7D4) Guest Speaker

Explain that the Texas Education Code requires that the school district's board of trustees adopt a student code of conduct. Certain items are mandated by law and the district may add others, such as dress code. (Specific information can be found in the Texas Education Code, Chapter 37 - Discipline; Law and Order, on-line at *www.capitol.state.tx.us/statutes/edtoc.html*)

Invite a guest speaker, such as a school administrator, to explain the campus/district discipline management plan. Ask the speaker to address discipline applicable to a range of misbehaviors. Lead students to prepare questions in advance for the speaker. Examples include the following.

- How do discipline management policies and procedures vary by grade levels?
- How is the discipline management plan communicated to parents/guardians?
- In what ways are parents involved in discipline management?
- What special rules and precautions apply to behaviors that are potentially dangerous?

7D5) Group Activities/Class Discussion

Point out that even with clear and appropriate rules and regulations, and even with expert classroom management techniques, misbehaviors will continue to occur. Types of misbehavior range from minor infractions to disruptive and even dangerous behaviors. Based on information presented in pages 283-287 of *Reaching to Teach*, have students complete activities such as the following to reinforce information in the text.

- Counteracting Misdemeanors, pages 283-284.

Lead students to describe situations where each measure would be appropriate. Have students work in pairs to practice and present role plays of various techniques.

- Dangerous and Disruptive Behaviors, pages 285-286.

Have students share examples, without disclosing identities, of ways they have observed teachers handle dangerous and disruptive behaviors. Lead students to determine which techniques were most effective and explain why.

- Responses to Avoid, pages 286-287.

Write the responses provided in the text on index cards and distribute among triads of students. Ask each triad to write on one side of the card a short scenario of a classroom situation eliciting the listed improper response from a teacher. On the other side, have triads write the same scenario, but with the teacher responding in a more appropriate manner. Have groups share their scenarios - each sharing first the "response to avoid," followed immediately by an appropriate model. Lead students to discuss why the inappropriate responses are ineffective and often unnecessarily unkind to students.

7D6) Class Discussion/Scenarios

Lead students to define and discuss the term *conflict*. Read aloud to students the following paragraph about conflict, quoted from page 26 of *Becoming a Teacher in Texas*.

> *A natural by-product of human interactions is conflict. Effective teachers must understand conflict and its role in the classroom and school. Most people see conflict as purely negative, which is not always the case. What is always true, however, is that conflict does not manage itself. Students will bring conflict into the classroom that originated outside the classroom. On the other hand, some conflict will originate within the classroom. Wherever it originates, conflict has the potential to negatively or positively impact classroom learning, depending on how it is dealt with. In order for a teacher to effectively deal with conflict and to teach students to do the same, the teacher must have skills in managing conflict.*

TA105a-b Conflict Resolution Strategies

TAKS WRITING TAKS READING

Provide students with a copy of Teaching Aids 105a-b, ***Conflict Resolution Strategies***. Have students work in groups to write scenarios of conflict situations where various strategies presented in Teaching Aid 105 are effectively used. Lead students to share their scenarios and explore effective ways to apply conflict resolution techniques as a classroom teacher. Have them describe pros and cons of the various strategies presented in Teaching Aid 105 and to add to the list any additional strategies for conflict management they have discovered.

7D7) Internet Research/Presentation

TAKS READING

Have students work in groups to conduct Internet research on conflict management and mediation techniques supportive of an effective learning environment. Following are two Web sites currently available, which may be assigned for students to read:

- *www.co-operation.org/pages/conflict.html* - Information includes types of conflict, the value of conflict, teaching constructive conflict resolution, and references

- *bokcenter.harvard.edu/docs/hotmoments.html* - An article entitled "Hot Moments in the Classroom" provides guidelines for turning difficult encounters into learning opportunities

Instruct students to summarize in writing their findings about conflict and conflict management techniques. Have each group prepare and present their findings to the class.

TAKS WRITING

7D8) Class Discussion/FCCLA

Provide information to students about FCCLA's STOP the Violence program. Several resources related to conflict resolution and mediation can be printed from the FCCLA national Web site at *www.fcclainc.org*. Examples include warning signs of violence, skills to prevent violence, references and resources, and programs and activities that students can undertake. Lead students to discuss information presented and determine how it can be applied by a classroom teacher. **Note**: The strategy can be extended by having students undertake an FCCLA STOP the Violence project.

7D9) Interviews/Videotape Project

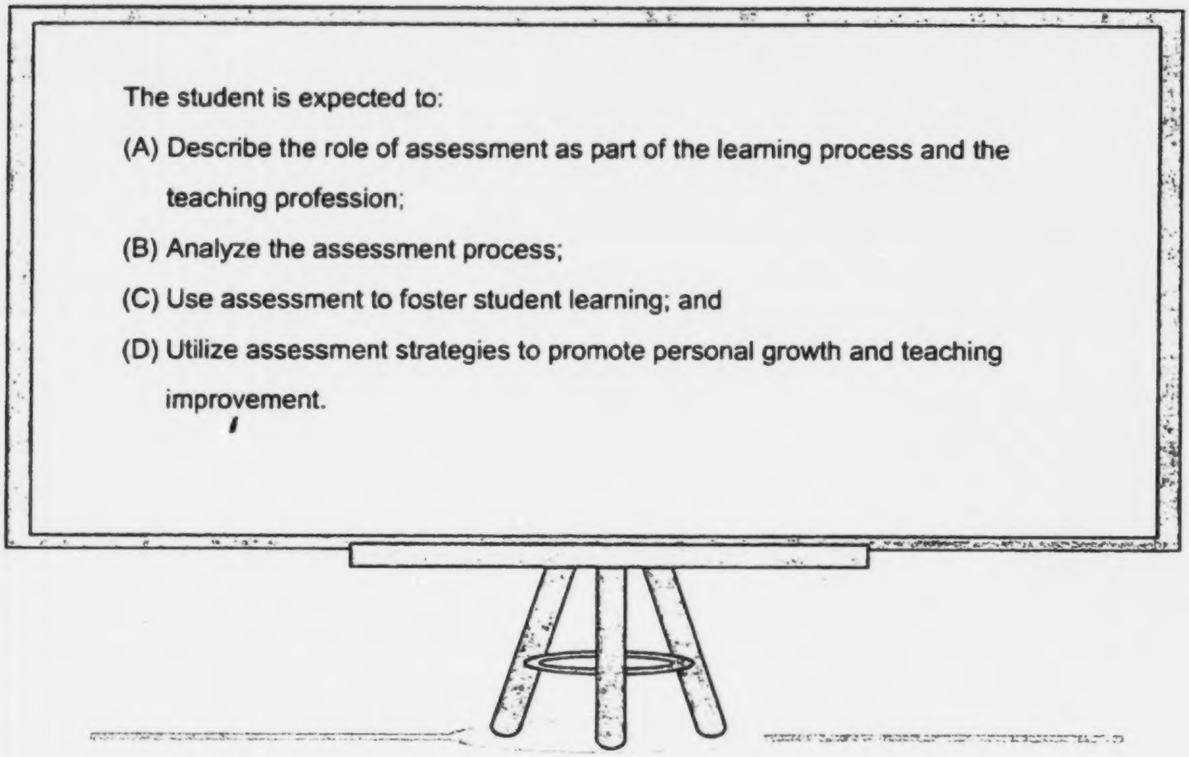
Have students conduct videotaped interviews to determine additional conflict management and mediation techniques. Possible interview subjects include school officials, law enforcement officials, juvenile justice officials, social services professionals, and other community members who have experience in conflict resolution and mediation. Guide students in the process of targeting various persons to interview, dividing up the interview prospects among students, setting up the interviews, and conducting the videotaping. Direct students to edit and produce the final video, which can be used in future classes or in conjunction with an FCCLA project.

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- STOP the Violence
- STAR Events: Applied Technology; Interpersonal Communications
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

TEKS 8

Assessing Teaching and Learning



The student is expected to:

(A) Describe the role of assessment as part of the learning process and the teaching profession;

(B) Analyze the assessment process;

(C) Use assessment to foster student learning; and

(D) Utilize assessment strategies to promote personal growth and teaching improvement.

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Suggested Resources - TEKS 8

Books

Chamberlain, V. and Cummings, M. (2003). *Creative Instructional Methods.* New York, NY: Glencoe/ McGraw Hill.

- Chapter 7, Assessment

Henry, C. and Nath, J. (2001). *Becoming a Teacher in Texas: A Course of Study for the Professional Development ExCET.* Belmont, CA: Wadsworth/Thomson Learning.

- Chapter 10, Formal and Informal Assessment

Reaching to Teach: Custom Edition compiled to Introduce Secondary Students to Education Careers. Boston, MA: Pearson Custom Publishing. (2002) Available from The Curriculum Center for FCS.

- pages 17-18, Reality 2: The Difficulty of Assessing Students' Learning
- pages 77-78, Linking Assessment with Instruction
- pages 192-194, How Will Your Performance as a Teacher Be Evaluated?
- pages 300-301, Profiles or Proficiency Records; also p. 312, Worksheet 6.4, Portfolio Contents

Web Sites

Becoming a Teacher FlexChoice Web Site
www.pearsoncustom.com/tturtt

Center for Educator Development in Fine Arts
finearts.esc20.net/art/art_assessment/art_as_perform.html

Funderstanding
www.funderstanding.com/assessment.cfm

San Diego State University WebQuest Site
webquest.sdsu.edu/rubrics/weblessons.htm

Science TEKS Toolkit
www.tenet.edu/gamma/teks/science/assessment/index.html

Texas Education Agency
www.tea.state.tx.us

- Assessment/Testing, Texas Assessment of Knowledge and Skills (TAKS)
- Curriculum & Educational Programs, Professional Development and Appraisal System
- Teacher Resources, Teacher Tool Bag, Educational Resources, Classroom Strategies

A*

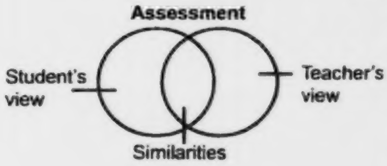
8A) The student is expected to describe the role of assessment as part of the learning process and the teaching profession.

8A1) Group Activity/Research

TA106 Venn Diagram

TAKS SOCIAL STUDIES

Write the word *assessment* on the board or overhead. Divide the class into groups. Ask groups to write down thoughts the term *assessment* brings to mind from the perspective of a student. Then ask them to take the viewpoint of a teacher and write what thoughts the term elicits. Have groups present the two perspectives in a Venn diagram, shown in Teaching Aid 106, ***Venn Diagram***. Instruct students to list student perspectives on assessment in one circle, teacher perspectives in the other; overlapping perspectives will be reflected in the intersecting portion. Lead groups to share and discuss concepts depicted in their diagrams.



TAKS READING

TAKS WRITING

Have students work in their same groups to develop a glossary of terms related to assessment and to list purposes of assessment. Guide students to consult references and the Internet to complete their assignment. The section on Linking Assessment with Instruction, pages 77-78 of *Reaching to Teach*, provides some relevant information. Examples of terms to be defined include the following:

- assessment
- evaluation
- formative and summative evaluation
- formal and informal evaluation
- authentic assessment
- portfolio assessment
- performance assessment

Lead students to share and compile their terms into a class glossary of assessment terms. Check students' comprehension of each term, and have them consult additional references where needed to clarify understanding. Work with students to refine the glossary throughout the unit on assessment; the final product can be included in students' Teaching Resource Portfolios.

8A2) Brainstorming/Class Discussion

TA107 Purposes of Assessment

Drawing upon their research from Strategy 8A1, lead students to brainstorm various purposes and roles of assessment. Have a student volunteer list the purposes on the board or overhead. Compare student responses to Teaching Aid 107, ***Purposes of Assessment***, which lists purposes presented by the cited authors. Lead a class discussion on the role of assessment as part of the learning process and the teaching profession.

Key Questions

- How can assessment enhance student achievement?
- What role can assessment play in motivating students?
- How can assessment improve teaching?
- How can assessment benefit the teaching profession?

8A3) Interviews/Written Exercise

Have students ask their field-site teachers to describe the role of assessment as part of the learning process and the teaching profession. Lead students to share and discuss responses they obtain.

TAKS WRITING

Based on shared input of field-site teachers, as well as discussion from Strategy 8A2, assign students to write a two-part essay describing the importance of assessment (1) in facilitating the learning process for students and (2) in strengthening the teaching profession. The completed essay can be included as an addendum to each student's personal philosophy of education.

8A4) Guest Speaker/Class Discussion

Lead students to analyze the use and purposes of formal assessments through presenting the following information, or utilizing a guest speaker, such as a school counselor or diagnostician. Provide examples of each.

Formal assessments (also referred to as *external assessments)* are typically standardized tests, which are usually created commercially and administered to specific groups or individual students. They are either norm-referenced or criterion-referenced. *Norm-referenced tests* are based on a clearly defined norm group, with scores reported in standard scores, percentile ranks, or grade-equivalent scores. *Criterion-referenced tests* measure a student's mastery level of knowledge and skills. Examples include diagnostic instruments, intelligence tests, and academic achievement tests. The TAKS test (Texas Assessment of Knowledge and Skills) is an example of a criterion-referenced assessment, with predetermined percentage of correct responses required for students to achieve a passing score.

TA70 Assessment of TEKS
TA71 TEKS and TAKS Continuous Improvement

Lead students to review information on Teaching Aids 70, ***Assessment of TEKS***, and Teaching Aid 71, ***TEKS and TAKS Continuous Improvement*** Lead a class discussion on the purposes, benefits, and challenges of statewide assessment programs, such as the TAKS. In-depth information related to the Texas statewide student assessment program is provided on the Texas Education Agency Web site (*www.tea.state.tx.us* - under Assessment/Testing, go to Texas Assessment of Knowledge and Skills).

Key Questions

- How does the TAKS test relate to purposes of assessment cited on Teaching Aid 107, ***Purposes of Assessment***?
- What additional purposes does the TAKS test serve?

- What is the impact of the TAKS test on individual students? on school districts?
- How does the TAKS test promote effective learning in the classroom?
- What challenges does the TAKS testing program present in relation to classroom learning?
- How can classroom teachers manage those challenges?

Key Questions, Continued

A*

8B) The student is expected to analyze the assessment process.

8B1) Class Discussion/Internet Activity

TAKS READING

Assign students to read Reality 2: The Difficulty of Assessing Students' Learning on pages 17-18 of *Reaching to Teach*. Lead a class discussion on the challenges and the critical importance of doing the best one can as a teacher to assess student learning.

- Why is it difficult to assess accurately the full range of student learning?
- Why is it so important that teachers continuously work to improve their assessment processes?

Key Questions

TAKS WRITING

Have students study Figure 1.3 on the FlexChoice Web site and complete the on-line activity. Lead students to analyze principles of sound assessment as they share and compare responses.

8B2) Class Discussion/Review

TA108 Assessment as Part of the Learning Process

Ask students where, in the learning process, assessment should occur. Point out that assessment is often thought to occur at the end, especially in relation to grades. However, while some summative evaluation does occur at the end of an instructional cycle, assessment strategies are integral to the entire learning process. Display Teaching Aid 108, ***Assessment as Part of the Learning Process***, and lead students to interpret and explain the points presented.

TA73 TEKS Analysis

Review Teaching Aid 73, ***TEKS Analysis***, and remind students that part of the original planning steps they studied in strategies under TEKS 5 involved determining the "So what?" In addition to answering the question, "How can that knowledge best be imparted?" when planning instruction, they were also to answer the question, "How will I know if they have achieved the knowledge and skills?" Thus, strategies for assessment should have been identified at the onset of instructional planning.

8B3) Brainstorming/Group Activity

Lead students to brainstorm ways they have been assessed in classes. List responses on the board or overhead and add to the list as other means are identified.

TA109 Assessment Methods

TAKS WRITING

TAKS READING

TAKS SOCIAL STUDIES

Display Teaching Aid 109, ***Assessment Methods***. Divide the assessment methods among individual students or groups of students. Have students research their assigned assessment methods to develop a written explanation of each type of assessment, cite advantages and disadvantages of each, and provide suggestions for scoring the assessment. Links to detailed analyses of methods referenced on Teaching Aid 109 are provided on the cited Web site for the Science TEKS Toolkit. Students may use other references as alternative sources of information. Have students summarize their findings on printed cards or posters - one card per assessment method. The summary cards can be used in the visual display in Strategy 8B4, so it would be helpful if format and appearance are standardized.

Have students share their findings. Lead students to analyze and discuss the various assessment methods.

Key Questions

- What assessment methods are typically used for testing in the classroom?
- Why are such assessments as multiple-choice, true-false, matching, short-answer, and essay frequently used for classroom testing?
- How can tests be constructed to assess higher-level thinking skills in learners?
- What methods of assessing learner progress do not involve formal tests?
- Why is it important that varied methods be used to assess learners? (Refer to information presented in TEKS 3B about varied learning styles.)

8B4) Visual Display

TAKS WRITING

Field Experience

Assign students to collect examples of various types of assessments. Potential sources include field-site classrooms, as well as other classes in which students are enrolled. Remind students to obtain permission from the teacher who developed the instrument before submitting it as an example. Lead students to compile the assessments in a visual display that depicts a broad realm of assessment methods. Have students provide a label and explanation, including advantages and disadvantages, of each method. If the method requires a separate scoring tool, such as a checklist, score card, or rubric, have students include the scoring tool along with the assessment.

Use the visual display as a resource for teaching students various principles of assessment. Students can also refer to the examples as they develop assessment instruments in TEKS 8C.

8B5) Individual Activity/Class Discussion

Based on research and previous discussions, have students answer the following question:

> "Given the variety of assessment methods from which to choose, how does a teacher determine which method to use in a given situation?" Lead students to share responses.

Display Teaching Aid 110, ***How Should Assessment Methods Be Chosen?*** Lead students through each question. Provide, or have students provide, examples that clarify various points presented. Where appropriate, the examples can be tied to assessment examples presented in the visual display generated in Strategy 8B4.

TA110 ***How Should Assessment Methods Be Chosen?***

Display Teaching Aid 111, ***The Process of Classroom Assessment.*** Lead students to analyze what is involved in each step.

TA111 ***The Process of Classroom Assessment***

8B6) Class Discussion/Research/Application

Ask students if they have ever undergone an assessment that they thought was unfair or unrelated to what they were supposed to have learned. Without disclosing inappropriate information, lead students to cite characteristics of the test/assessment that made it ineffective. Point out that it is difficult to construct assessments that fairly and accurately measure learning. However, there are certain principles that help ensure that tests are fair and measure what they are intended to measure.

Provide students with a copy of Teaching Aid 112, ***Test Construction Guidelines.*** Talk students through the guidelines and lead them to give examples of how each would be applied. Collect examples of tests and test items that students can use to evaluate and practice modifying, where needed, to improve.

TA112 ***Test Construction Guidelines***

To have students further explore guidelines and suggestions for constructing various types of test items, have them research via the Internet and reference books. For example, the Science TEKS Toolkit and other assessment sites listed on page 134 of this guide provide suggested criteria and construction tips. Another excellent source of guidelines for constructing various types of test items is Chapter 7 of *Creative Instructional Methods.*

TAKS READING

Have students select a unit of instruction, such as a topic from the field-site classroom. Direct them to apply learning from this strategy by proposing an appropriate test format and developing sample test items for the selected unit. For example, they might suggest a combination of multiple-choice, true-false, and short-answer questions. Have students explain why they selected specific types of test items, how they would check to be sure content and objectives are covered proportionately, and guidelines implemented to construct sample test items. Work with students, or have students work in pairs, to evaluate their assessments and suggest needed modifications for improvement.

TAKS WRITING

8B7) Group Activity

Lead students to define the term *authentic assessment*. A review of pages 77-78 of *Reaching to Teach* will provide relevant information. Have students work in groups to answer the following questions:

- What is authentic assessment?
- What levels of thinking skills are typically required by authentic assessment methods?
- What are advantages of authentic assessment?
- What are challenges in the use of authentic assessment methods?
- Through what ways can authentic assessments be scored?

Have students look for examples of checklists, score cards, and rubrics, plus any other means identified for scoring authentic assessments. Lead students to examine and explain how each can be developed and used. **Note**: Excellent examples are presented in Chapter 7 of *Creative Instructional Methods*.

8C) The student is expected to use assessment to foster student learning.

8C1) Pair Activity/Field Experience

TAKS WRITING

Divide the class into pairs. Assign each pair an evaluation or assessment tool. First, have each pair choose a subject on which to apply the evaluation instrument assigned. Next, have each pair devise a learning activity related to the subject chosen. Then, use the assigned evaluation tool for assessing the activity. For example, a pair could choose the topic of spiders. The learning activity could be to draw a spider, labeling the different body parts of a spider. A student could be evaluated by reproducing the drawing and labeling the different parts.

Have each pair present their assignment to the class. As a group, lead students to analyze the appropriateness of each evaluation tool and suggest alternative means of assessment where applicable.

Field Experience

Have students assist the field-site teacher in preparing different types of evaluation tools. Have students submit a written record of their participation in preparation of evaluation tools, including the types of evaluation tools involved. Encourage students to add copies of their evaluation tools to their Teaching Resource Portfolios.

8C2) Individual Activity

Remind students that objectives, instruction, and assessment should be aligned. Therefore, it is important, when selecting assessment methods, to consider the learning level of the objective(s) to be assessed. Review information on Bloom's Taxonomy covered in TEKS 3C.

Refer to sample assignments at each level, which students generated through completion of Teaching Aid 46, ***Higher-Order Thinking***. Have students write suggestions for appropriate assessment methods at each level as learners progress to higher levels of learning. Lead students to share and defend their suggested assessment methods.

TA46 Higher-Order Thinking

TAKS WRITING

8C3) Field Experience

Have students work with their field-site teachers to develop and implement a selected-response test with learners in the field-site classroom, following the steps in Teaching Aid 111, ***The Process of Classroom Assessment***. As presented in Teaching Aid 109, ***Assessment Methods***, examples of selected response assessment include the following:

- true-false tests
- multiple-choice tests
- matching tests
- fill-in-the-blank tests

TA111 The Process of Classroom Assessment
TA109 Assessment Methods

Field Experience

Refer students to guidelines covered in Strategy 8B6 for constructing the selected type of test. Have students work closely with their field-site teachers to finalize and administer the test at the appropriate time.

TAKS READING TAKS WRITING

Lead students to share what they learned from the experience. Compile guidelines used to students to construct various tests into a handout for students' Teaching Resource Portfolios. **Note**: Guidelines for developing various types of assessments are presented in Chapter 7 of *Creative Instructional Methods* and on Web sites listed on page 154, such as the Science TEKS Toolkit.

8C4) Internet Research/Written Exercise

Have students research the use of rubrics in authentic assessment. Following are potential Web site resources on rubrics:

- San Diego State University WebQuest site (see *webquest.sdsu.edu/rubrics/weblessons.htm*)
- Science TEKS Toolkit (*www.tenet.edu/gamma/teks/science/assessment/glossary.html*)
- Center for Educator Development in Fine Arts (*finearts.esc20.net/art/art_assessment/art_as_perform.html*)
- Technology Applications Center for Educator Development (*www.tcet.unt.edu/START/assess/rubrics.htm*)

TAKS READING

Instruct students to write a summary of their findings and create an example of a rubric that would be appropriate for use in the field-site classroom. A rubric template can be downloaded from the San Diego State University Web site to assist students in the assignment. Additional rubric creation sites can be found by conducting an Internet search on "rubrics."

TAKS WRITING

8C5) Written Exercise/Field Experience

TAKS READING

Point out that learner portfolios serve as evaluation devices. They are useful in documenting student performance and progress over a period of time. Have students read the section, Profiles or Proficiency Records, on pages 300-301 of *Reaching to Teach*, and refer to Worksheet 6.4, Portfolio Contents, on page 312.

TAKS WRITING

Have students ask their field-site teachers about use of portfolios in the field-site classrooms. Instruct students to create an adapted version of Worksheet 6.4, listing contents that would serve as effective evaluators of performance in the field-site classroom. Lead students to share their findings. Have them note differences in portfolio components according to grade level, subject matter, and other variables among different field-site classrooms.

Field Experience

As appropriate, have students work with their field-site teachers to compile and maintain portfolios for learners in the field-site classroom.

8C6) Field Experience/Written Exercise

TA111 ***The Process of Classroom Assessment***

Field Experience

TAKS WRITING

Review with students Teaching Aid 111, ***The Process of Classroom Assessment***. Have students follow each step to plan and implement an authentic assessment in the field-site classroom, under the guidance of their field-site teachers.

Instruct students to submit a written report on their experience, providing a summary of actions according to the five steps on the teaching aid. After obtaining feedback from the field-site teacher, have each student add a statement evaluating the overall experience and noting knowledge and skills learned from the experience.

A*

8D) The student is expected to utilize assessment strategies to promote personal growth and teaching improvement.

8D1) Group Activity

Point out that assessment relates not only to learner growth and progress, but also to teaching effectiveness. As stated on page 77 of *Reaching to Teach*, "Successful teachers use assessment to evaluate the effectiveness of their teaching because they recognize that how well students learn depends on how well they teach."

Display Teaching Aid 107, ***Purposes of Assessment***. Have students note which purposes relate specifically to learners, which relate to teachers, and which relate to both. Have students work in groups to analyze how teachers can use learner assessment to promote personal growth and teaching improvement. Lead groups to share their conclusions.

TA107 Purposes of Assessment

8D2) Individual Activity

TA113 Designing a Professional Portfolio

TAKS WRITING

Give students a copy of the explanation of the Professional Portfolio in the **Blended Activities** section of this Curriculum Guide. Point out that maintaining a personal career portfolio can be an effective means of assessing personal growth and teaching improvement. Have them note items they may already have compiled for inclusion in their Professional Portfolio. Based on new knowledge and skills they have acquired related to assessment, have students suggest relevant additions to their portfolios. Provide opportunity for students to edit and expand their Professional Portfolios. Teaching Aid 113, ***Designing a Professional Portfolio***, may be used by students to self-evaluate their own portfolios.

8D3) Interviews

TAKS SCIENCE

Field Experience

Assign students to interview their field-site or other teachers to learn how teachers are assessed on their campus. Instruct students to obtain as much information as possible regarding the process, frequency, and purpose of teacher assessment. Lead students to share their findings.

TAKS READING

Have students read the section, How Will Your Performance as a Teacher Be Evaluated?, pages 192-194 of *Reaching to Teach*. Lead students to relate information about different evaluation methods in the text (i.e., quantitative evaluation, qualitative evaluation, and clinical supervision) to methods determined through interview responses.

8D4) Group Activity/Guest Speaker/Class Discussion

TAKS READING TAKS WRITING

Divide the class into groups. Provide each group with a copy of the Professional Development and Appraisal System (PDAS) Teacher Self-Report Form and the PDAS Observation Summary; both can be downloaded and printed from the Texas Education Agency Web site (*www.tea.state.tx.us* - go to Curriculum & Educational Programs, then Professional Development and Appraisal System). Instruct each group to analyze the forms and list categories of knowledge and skills on which teachers are appraised under the PDAS. If possible, invite an appraiser to discuss the PDAS with students.

Lead a class discussion on the multiple criteria used as a basis of assessing teacher performance.

Key Questions

- Why are teachers held accountable for teaching or reinforcing TEKS/TAKS objectives in reading, writing, math, science, and social studies?
- What examples are teachers requested to provide in Section II of the Self-Report Form? Why are teachers assessed on the support and feedback provided to students?
- What examples are teachers requested to provide in Section III of the Self-Report Form?
- Why are teachers assessed on professional growth and development?
- What domains are assessed in the Observation Summary/ Summative Annual Appraisal?
- How can teachers use an appraisal system, such as PDAS, to promote personal growth and teaching improvement?

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS Skills for Career Success
- Power of One: A Better You, Working on Working
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

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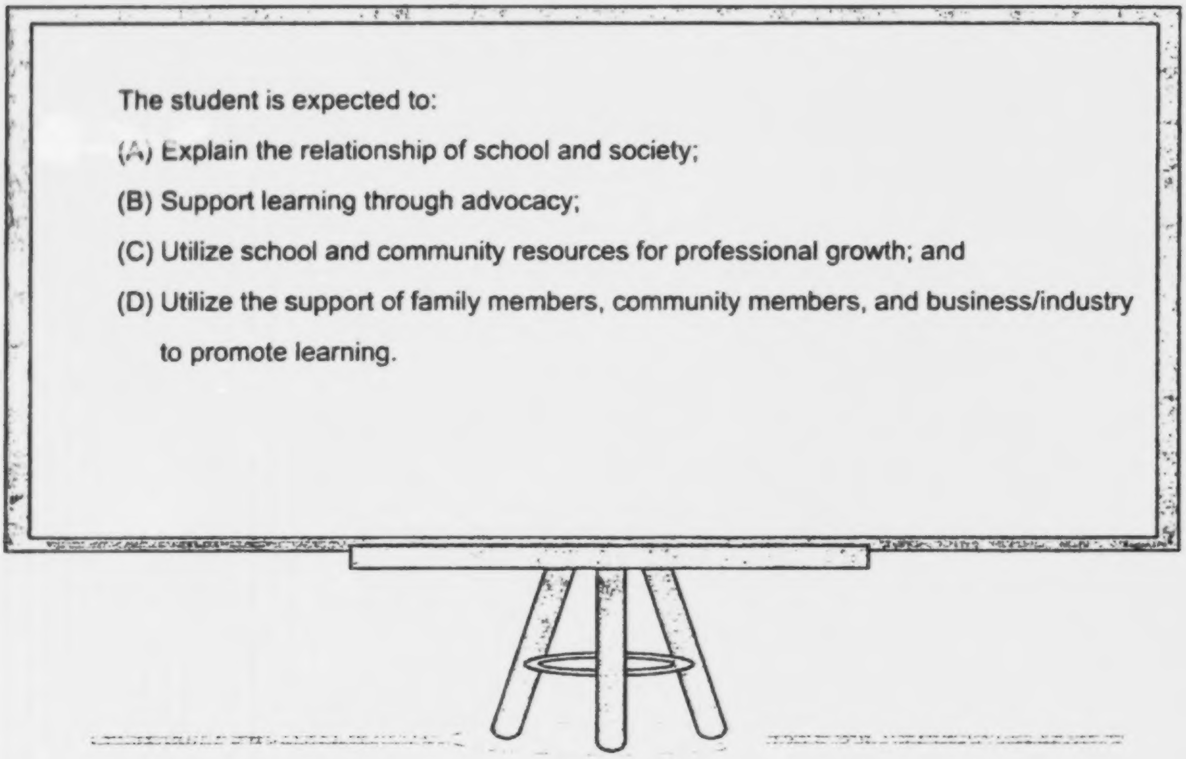
TEKS 9

Understanding the Relationship Between School and Society



The student is expected to:

(A) Explain the relationship of school and society;

(B) Support learning through advocacy;

(C) Utilize school and community resources for professional growth; and

(D) Utilize the support of family members, community members, and business/industry to promote learning.

BEST COPY AVAILABLE

Suggested Resources - TEKS 9

Books

Chamberlain, V. and Cummings, M. (2003). *Creative Instructional Methods.* New York, NY: Glencoe/McGraw Hill.
- Chapter 23, Community Connections and Service Learning

Henry, C. and Nath, J. (2001). *Becoming a Teacher in Texas: A Course of Study for the Professional Development ExCET.* Belmont, CA: Wadsworth/Thomson Learning.
- Chapter 13, Home-School Relationships
- Chapter 14, School and Community Connections

Reaching to Teach: Custom Edition compiled to Introduce Secondary Students to Education Careers. Boston, MA: Pearson Custom Publishing. (2002) Available from The Curriculum Center for FCS.
- pages 13-14, Need for Family and Community Support
- pages 20-22, What Does Society Expect of Teachers?
- pages 324-326, Parents at School
- pages 326-327, Parents as Teachers at Home
- Worksheets 7.3A-B, pages 332-333, Parents as Resources (B is Spanish version)
- Worksheets 7.4A-B, pages 334-335, Helping Your Child at Home (B is Spanish version)

Web Sites

ACT, Inc.	*www.act.org*
Becoming a Teacher FlexChoice Web Site	*www.pearsoncustom.com/tturtt*
Drug Abuse Resistance Education (D.A.R.E.)	*www.dare.com*
Family, Career and Community Leaders of America	*www.fcclainc.org*
National Center for Education Statistics	*nces.ed.gov*
National Parent Information Network	*npin.org*
RAND Texas	*tx.rand.org/stats/health/childabuse.defs.html*
State Board for Educator Certification	*www.sbec.state.tx.us*
Texas Business & Education Coalition	*www.tbec.org*

Texas Department of Protective and Regulatory Services
- *www.tdprs.state.tx.us* (see Child Protective Services)
- *www.itsuptoyou.org*

Texas Education Agency *www.tea.state.tx.us* (Teacher Resources, Teacher Tool Bag, ESCs)

A*

9A) The student is expected to explain the relationship of school and society.

9A1) Guest Speaker/Interview/Class Discussion

Invite a school administrator or member of the board of trustees to speak to the class about how the local district and community are interrelated. Develop questions for the speaker to address; examples include the following:

- What is the district's philosophy of education?
- How have community factors helped shape that philosophy?
- What community resources are available for supporting students?
- What services are provided by the school to the community?
- How can school address social skills of students? moral development of students? health of students?

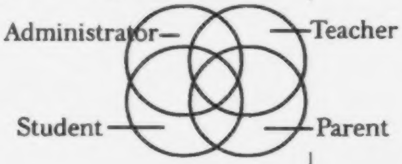
Following the presentation, have students interview teachers, parents, and students to obtain varying perspectives on the relationship of school and society. Lead students to develop a set of interview questions to be used. Guide interview assignments to ensure that a variety of perspectives are covered.

TAKS WRITING

TAKS SCIENCE

TAKS SOCIAL STUDIES

Lead students to compare and contrast responses regarding the relationship of school and society. Lead a class discussion on reported findings. Responses could also be plotted on a Venn diagram to depict areas of agreement between groups interviewed.



Key Questions

- What should be the primary goals of education?
- What were the key issues on which individuals interviewed agree?
- On what key issues did they disagree?
- On what issues is there consensus among groups?

9A2) Group Activity

TAKS READING

Explain that a *metaphor* makes a comparison between two unlike things (i.e., school is a jungle). An *extended metaphor* takes this comparison and develops it to a greater extent.

Have students compare school to another thing. Following is an example.

> School is a factory. Students enter the school as raw material, move through the curriculum in a systematic way, and exit the school as finished products. The administrators are the factory managers, and the teachers are the assembly line workers.

Divide the class into groups, and have each group develop an extended metaphor for school. Possible comparisons the students can make are to banks, gardens, prisons, hospitals, homes, churches, families, tribes, and teams.

9A3) Internet Text/Group Activity

Present the following introduction to students: "There are many entities that have input or would like to have input into what schools are like. What groups have control over or influence schools?" Have students take the pretest from Chapter 5 of the FlexChoice Web site. Go over the answers with the students and encourage discussion.

TAKS WRITING TAKS READING

AGO

Use the FlexChoice Web site Figure 5.1 to guide a classroom discussion on the influences exerted on schools. The diagram mentions 25 entities.

Have students cut strips of paper 4 1/4" x 11". Label the top of the strip "**Aim**," the middle of the strip "**Goal**," and the lower portion of the strip "**Objective**." Divide the class into small groups and give each group from 2 to 5 influences to address. Each group should explain what the **aim** or **goal** or **objective** might be for each of the entities. Clarify for them that **aim** is the general direction in which a group wants to move, **goal** is the ultimate destination, and **objective** is a recognizable point of achievement along the way. There will be various combinations of **aims**, **goals**, and **objectives**. Help the students concentrate on the general idea of "purpose" and not get bogged down with the distinction among aim, goal, and objective if this proves to be distracting for some students.

Note: Background teacher information may be found on pages 93-111 of *Reaching To Teach*.

9A4) Force Field Analysis

TAKS WRITING TAKS READING

Guide students to conduct a Force Field Analysis regarding influences on the school curriculum. Explain the following ground rules and steps to students:

Ground Rule #1: Do not evaluate the ideas. If someone's ideas are seemingly unrelated or diametrically opposed to the discussion leader's views, they still should be listed. (Reserve judgment!)

Ground Rule #2: Only the discussion leader may interact with the listener, and the leader may only ask clarifying questions designed to catch the meaning of the idea.

Ground Rule #3: Have a recorder list the ideas where they can be kept on display.

Steps:

- On paper, list (individually) forces which impact positively on school curriculum. The leader calls on each person and elicits one positive force from each person.
- In another column, list forces that impact negatively on school curriculum.
- Continue until no new ideas emerge or until each person has had an opportunity to suggest a force.
- Next, allow students to vote on the two most potent positive forces and two most potent negative forces operating.

Have students use the following as resources for the above activity:
- Figure 10.2 on the FlexChoice Web site – Who do you think best controls the content of the school curriculum?
- Figure 10.3 on the FlexChoice Web site – Influences on the school curriculum

Note: Background teacher information may be found on pages 91-101 of *Reaching To Teach.*

9A5) Brainstorming/Cause and Effect

Explain that a part of the effort of multicultural education is to revise curricula and textbooks so that all students–members of the United States' diverse communities–recognize their own role in building the U.S. society and economy.

Lead students to brainstorm issues that are causing society to be different today than it was 50 years ago. Ask students, "What is the effect of these changes in relation to schools?" Have students design a flow chart that demonstrates these causes and effects.

TAKS WRITING

TAKS SOCIAL STUDIES

The following is an example:

CAUSE (changes in society)		EFFECT (how school has changed)
Computers are economical enough for people to have in their home and business.	→	Business classes teach use of computer programs.
Population of minorities has greatly increased.	→	Schools offer ESL classes to students who speak other languages.

Factors students may consider include the following: more women working outside the home; available jobs are more white collar than blue collar (a need for a more educated work force); more people live in metropolitan communities than in rural communities; medical research has revealed in more detail how the brain works and how we learn; movies watched and music listened to are more violent.

Lead students to discuss the effects of societal changes on schools, students, and teachers. Emphasize the concept that school and society are interrelated, with societal changes directly impacting school issues.

9A6) Visual Display

Point out that the role of teacher is constantly changing. Many teachers believe that too much is expected of them. Lead students to discuss the expectations of teachers.

Key Questions

- What do students expect of their teachers?
- What do parents expect from teachers?
- What does the community expect?
- What does the government expect?

TAKS WRITING

Have students complete an exercise entitled: "Wanted: Dynamic Teacher." Give students the following directions:

> You are the person in charge of hiring at your school district. The superintendent has asked you to prepare a want ad for a teaching position. Decide what position is open, such as what grade level and what subject matter, and prepare a 1/8 page advertisement (7" x 3 3/4" or 5 1/2" x 5 1/2") for the local newspaper. Make sure the applicants are aware of what your community expects of its teachers. Make sure the candidates understand which qualities are priorities for this position.

*TA114 **Sample Job Expectations of Teachers***

Guide students in their development of the job expectations. Use Teaching Aid 114, ***Sample Job Expectations of Teachers***, to elicit a wide range of areas. Guide students in sharing their final products. Lead a class discussion on expectations society has of teachers.

Key Questions

- What does the class consider as primary expectations the community has of teachers?
- How are these expectations impacted by societal issues?
- Do you think expectations of teachers are reasonable? Defend your answer.

9B) The student is expected to support learning through advocacy.

Note to Teacher: A variety of strategies are provided for TEKS 9B, 9C, and 9D; many involve research. As stated in the introduction to this Guide, teachers are encouraged to select only those options that best meet needs of students and individual circumstances, including time available. One reviewer suggestion is to cover topics at a basic level with first-year students and have Ready, Set, Teach! II students perform more time-intensive activities, such as in-depth research.

9B1) Group Activity/Individual Activity/Class Discussion

Have students define the term *advocate*. An advocate pleads or argues in favor of someone or something, such as a cause, an idea, or a policy. An advocate gives active support. Lead students to brainstorm things that could be advocated for; then narrow the focus to ways in which a teacher can be an advocate for students to support their learning.

Review Maslow's model of a hierarchy of needs; the model is depicted in Figure 8.4 on page 372 of *Reaching to Teach* and explained on page 370. Point out that, according to Maslow's model, if students are not having basic needs met, there may be an inability to reach higher levels in the hierarchy and thus an inability to learn and mature. Building on the previous discussion on advocacy, have students give examples from each level of the hierarchy of needs to be met.

TAKS SOCIAL STUDIES

Examples are as follows:

• physiological needs	air, food, water, sleep,
• safety needs	shelter, out of danger, home life stability, lack of abuse, free from violence
• belongingness and love needs	sense of belonging or fitting in, escape from bad feelings, lack of alienation, finding love

Divide the class into groups, and have each group develop a scenario in which a student is not having one level of needs met. Have them include in the scenario how not having one of these needs met would interfere with the ability to learn and to benefit from school.

TAKS WRITING

9B2) Research/Visual Display

TAKS READING TAKS SOCIAL STUDIES

Explain that the teacher may be in the best position to see the early signs of at-risk behavior, and thus to determine necessary advocacy or intervention steps that would be appropriate. Lead students to identify some of these signs that a child or adolescent might be exhibiting. Have students research additional resources to identify other signs, such as the following:

- signs of child abuse - Refer students to Teaching Aid 115, ***Signs of Child Abuse***.
- tattoos - On the following Web site (*www.ncbi.nlm.nih.gov/entrez/query.fcgi*), have students search for "Tattooing and High-risk Behavior in Adolescents" by Roberts, T.A.
- fights and violence - Refer students to the FlexChoice Web site for Chapter 4, Social Realities Confronting Today's Schools, and have them complete the activity Professional Reflection: Identifying the factors behind youth violence. After reading the information provided, have students answer the key questions. ➤ Refer students to the FCCLA Web site, and have them research figures on youth violence from the STOP the Violence pages.
- absenteeism
- falling grades

TA115 Signs of Child Abuse

Have students develop a tri-fold brochure giving some of the early warning signs that a student might be in danger of falling behind. Lead students to discuss what steps a teacher might take in advocacy for the child when at-risk signs have been identified.

TAKS WRITING

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

9B3) Research/Graphic Organizer/Oral Presentation

Have students research one of the problems faced by students that might interfere with learning. Direct the students to focus their research on how these issues affect learning, school success, and personal development. Following are examples of topics that might be considered:

- family stress
  - divorce
  - runaways
  - poverty
  - lack of adult guidance
  - latchkey children
- violent or obscene music and movies
- crime and violence
  - gangs
- premarital sex
  - sexually transmitted diseases
  - teen pregnancies
  - HIV/AIDS
- addictive substances
  - illegal drugs
  - alcohol
  - tobacco
- depression/suicide
- eating disorders
- child abuse

TA116 Effects of Child Abuse Include...
TA117 Parents Who Abuse Their Children
TA118 Cause and Effect Web

Display Teaching Aid 116, ***Effects of Child Abuse Include...***, and Teaching Aid 117, ***Parents Who Abuse Their Children***. Lead students in a discussion of effects and potential causes of child abuse. Display Teaching Aid 118, ***Cause and Effect Web.*** Help students fill in the web diagram based on handouts and class discussion of child abuse.

Using the completed web diagram as an example, have students analyze causes and effects for topics they researched. Have students complete a Cause and Effect Web for their assigned topics and present findings to the class. Point out that many problems may have more than one cause and more than one effect, and because of this, being an advocate for students may be complicated and lack simple answers. However, the number of potential causes and effects that threaten to diminish students' educational opportunities intensify the need for teachers to support learning through advocacy.

9B4) Internet Research/Visual Display

TA119 Role of Teachers

Use Teaching Aid 119, ***Role of Teachers***, to guide a discussion of the role of teachers in helping identify child abuse and neglect. Review information from previous strategies on types and signs of abuse and neglect with which teachers should be familiar. Have students work individually or in groups to conduct Internet research on additional topics such as the following:

- reporting abuse and neglect
- community resources for abused children (see examples under the Advocate heading in Teaching Aid 119)

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

A search using topical key words will yield multiple sites. In Texas, two excellent sites are *www.itsuptoyou.org* and *www.tdprs.state.tx.us* (child abuse is covered under Child Protective Services). Definitions of types of abuse may be found at *tx.rand.org/stats/health/childabuse.defs.html*. **Note**: Point out that reporting abuse is a legal requirement; there are legal consequences for failure to comply.

Have students summarize and report their findings. Lead students to compile information into an informative visual display or brochure. The activity could be expanded by having students videotape or audiotape interviews with representatives of community organizations serving as advocates for abused individuals.

9B5) Discussion/Internet Research

TA120 Stressors that Affect Students

Point out that regardless of the age group with whom students are working, stressors can affect learning. Provide students with a copy of Teaching Aid 120, ***Stressors that Affect Students***, or have them prepare a matrix of their own design depicting the intensity of each stressor. Lead students to discuss potential educational effects of these problems on the very young child, the middle age child, and the adolescent.

TAKS WRITING

TAKS SCIENCE

Have students interview counselors regarding the impact of such stressors on students and suggestions for helping students cope with resulting stress. Discussion questions below can be used to guide interviews, or lead students to develop additional questions. Have students record responses in writing or on audiotape. Lead a class discussion based on responses.

Key Questions

- What stressors have potential to most severely impact learning in the preschool child? elementary child? middle/junior high student? high school student?
- What are examples of ways learning may be impacted?
- What are sources of support and intervention to help students dealing with severe stressors?
- How can a teacher serve as an advocate for such students?

9B6) Class Discussion/Guest Speaker

Play Audio Clip 4.2 about teen suicide from the FlexChoice Web site. Lead the class in a discussion of the information contained in this clip, and pose the following questions.

Key Questions

- Who is most likely to commit suicide?
- Why is this group at high-risk?
- How would you go about determining signs that a student may be contemplating suicide, and what to do about it?

Invite to class a guest speaker with expertise in suicide prevention. Potential resource persons include a law enforcement official, guidance counselor, psychologist, or representative of a suicide/crisis line. Ask the guest to include in the presentation answers to the key questions posed to students. Ask the guest also to cover how students and teachers can become advocates for suicide awareness and prevention in the community.

9B7) Data Analysis/Oral Presentation

Explain to students that statistics are often used to determine what is happening to and at school, and they are also used to determine when programs should be added or deleted. The U.S. Department of Education collects data in many areas.

TAKS MATH
TAKS READING
TAKS SOCIAL STUDIES

Direct students to the Web site for the National Center for Education Statistics. Following are two current URLs:

- *nces.ed.gov/pubsearch/majorpub.asp*
- *nces.ed.gov* (see Quick Tables and Figures)

Allow students to select one indicator, analyze the data presented, and then present to the class information that would be helpful for teachers in determining how and when to advocate for students.

Topics for which data might be analyzed include the following:

- school-related violence and safety
- students who reported being targets of hate-related words or activities
- students who reported carrying a weapon to school
- students who reported using alcohol
- U.S. poverty rates by ethnicity
- U.S. poverty rates by state
- poverty in the 100 largest school districts
- drugs available at school (sorted by ethnicity)
- drugs available at school (sorted by gender)
- drugs and violence at school
- dropout rates (sorted by race/ethnicity)
- student victimization

Note: If statistics on at-risk children in the field-site schools are available, lead students to analyze these data.

9B8) Brainstorm/Research/Brochure

Lead students to brainstorm answers to the question, "What are schools doing to help students deal with societal problems that affect learning?" Possible answers include the following:

- intervention programs
- peer counseling
- full-service schools
- school-based inter-professional case management
- alternative schools

Have students research specific programs in existence to advocate for students. Two examples include the following:

- FCCLA's STOP the Violence program. Information on the program, including statistics, warning signs, resources, and suggested projects, can be accessed through the FCCLA Web site at *www.fcclainc.org*
- D.A.R.E., Drug Abuse Resistance Education. Information about drug abuse, warning signs, prevention programs, and resources can be accessed through the Web site at *www.dare.com*

TAKS READING

TAKS SOCIAL STUDIES

FCCLA

Have students write a newspaper article explaining and promoting one program that could be offered at school to assist students in dealing with problems.

TAKS WRITING

9B9) Written Exercise/Oral Presentation

Assign students to write a business letter to an organization involved in advocating for children or students requesting information about its program. Appendix 4.2 on the FlexChoice Web site lists selected resources for meeting needs of students placed at risk. Teaching Aid 121, ***Business Letter Format***, can be used as a guide for students in preparing the final version of their letters.

TA121 Business Letter Format

TAKS WRITING

After students have received responses, have them give an oral presentation to the class on what they have learned. Compile information into a class file of advocacy resources.

9C) The student is expected to utilize school and community resources for professional growth.

> *Note to Teacher:* Instructional strategies for TEKS 11 provide in-depth focus on continuing development as a teaching professional. Strategies in TEKS 9C focus more specifically on school and community resources for professional growth.

9C1) Class Discussion/Definition

Point out to students that although teachers have graduated from a college or university, education does not stop at that time. Display Teaching Aid 122, ***Professional Development Opportunities***, and lead a discussion of ways teachers can stay current with their professional education. Have students select the definition of "convention" that would best match the meaning of the other terms.

TA122 Professional Development Opportunities

TAKS READING

9C2) Internet Research

TAKS READING

Direct students to the Web site *www.tea.state.tx.us.* Instruct students to click on Teacher Resources and then Teacher Toolbag and then ESCs to locate the 17 Education Service Centers in Texas. Divide the class into groups, and assign each group to search a specific Service Center's Web site for its continuing education opportunities and workshops.

Key Questions

- In what areas do the service centers offer continuing education?
- What grade levels are included?
- How long do the workshops last?
- To whom are the workshops offered?
- What workshops are conveniently accessible to teachers in your school district?

9C3) Internet Research/Visual Display

TAKS READING

Explain to students that all teaching and administrative certificates issued by the state of Texas have renewal requirements. Direct them to the State Board for Educator Certification Web site (*www.sbec.state.tx.us/SBECOnline/certinfo/certren.asp)* to find renewal requirements and the list of registered providers for continuing professional education. Lead students to discuss information researched on the site.

Key Questions

- What is a Standard Certificate?
- When will an educator have to renew the Standard Certificate?
- What is required for renewal of the teaching certificate?
- How many continuing professional education (CPE) hours must teachers complete every five years?
- How many continuing professional education (CPE) hours must superintendents, principals, and assistant principals complete every five years?
- What activities count toward the required CPE clock hours every five years?
- Who can provide CPE hours?
- What responsibilities do school districts have in relation to teacher certification?

TAKS WRITING

Have students prepare an informational brochure that presents a summary of requirements for renewal of certificates.

9C4) Guest Speaker/Field Experience

Invite a district employee in charge of developing in-service training to speak to the class. Have students prepare questions in advance, such as the following:

- What is the purpose of continuing educator training?
- What approach does this district take in developing, organizing, and promoting in-service training?
- In what areas is the district currently concentrating its training?

Guide students to investigate upcoming in-service opportunities for teachers during the school year. Arrange for each student to participate in an in-service session that is relevant to their field-site assignment. As possible, have students participate in in-service training with their field-site teachers. Have each student prepare a written summary of the in-service experience and describe how the experience contributed to professional growth.

TAKS WRITING

Field Experience

9C5) Visual Display/Presentation/Enrichment Activity

Have students work individually or in groups to identify as many school and community resources as they can that offer professional growth opportunities. Instruct students to present their findings in a brochure, poster, PowerPoint presentation, or other visual display that depicts a variety of local resources. Encourage them to use the newspaper, telephone directory, Internet, and local contacts to determine opportunities. Examples may include leadership training offered through student youth organizations, such as FCCLA; parenting or teaching workshops offered by religious organizations; CPR training through the Red Cross or American Heart Association; continuing education offerings through a local community college or university; short-courses through the parks and recreation department; and volunteer training for various organizations, such as a teen crisis hot-line.

TAKS READING

TAKS WRITING

As students present their findings, note the number and variety of opportunities available. Point out that opportunities for professional growth are not limited to those directed specifically toward the classroom teacher. Many of the skills and characteristics needed to be a teaching professional are transferable, and therefore obtainable, in other settings.

Note: As an enrichment opportunity, have students select and participate in one local opportunity that would enhance their teaching knowledge and skills. Instruct students to justify their selection and report on results.

A*

9D) The student is expected to utilize the support of family members, community members, and business/industry to promote learning.

Note to Teacher. Point out to students that whenever the term *parent* is used in this Guide, it can refer to the student's parent, legal guardian, or other person assuming legal authority for the student.

9D1) Individual Activity/Interview

TAKS MATH TAKS READING

Assign students to read Need for Family and Community Support on pages 13-14 of *Reaching to Teach* and the graph in Figure 1.2: Percentage of teachers who believe parental support is "excellent" or "good" from Chapter 1 of the FlexChoice Web site. Have students analyze the data in the graph.

Key Questions

- What has happened to parental support of inner city schools from 1994 to 1998?
- What has happened to parental support of suburban schools from 1994 to 1998?
- What has happened to parental support of rural schools from 1994 to 1998?
- Why do you think this has happened?
- What do you think can be done about it?

Field Experience

Assign students to interview their field-site teachers regarding parental support of learners in their classrooms. Guide students in creating interview questions in advance. Have them determine the perceived level of support experienced, challenges in obtaining parental support, and ways they encourage support and involvement of parents. Lead students to share their findings.

9D2) Class Discussion/Guest Speaker

TAKS SOCIAL STUDIES TAKS READING

Assign students to read Relationships with Parents on pages 188-189 of *Reaching to Teach* and to listen to Audio Clip 13.3: Importance of Reading to Children from Chapter 13 of the FlexChoice Web site. Lead the class in a discussion of the impact of parent involvement on children.

Key Questions

- What are some of the benefits of parents being involved in their children's education?
- How much time is recommended for parents to spend talking or reading with children?
- What are some of the benefits of parents reading to children?
- At what age do children start benefiting from being read to by their parents?

Invite an FCCLA officer or advisor to present to the class information on the Ready, Set, Read! program. Ask the presenter to provide an overview of the program, show some of the resources available for promoting parental involvement in reading, and suggest projects/activities that students might undertake. **Note**: Extend the activity by having students plan and implement a Ready, Set, Read! activity.

FCCLA

9D3) Group Activity/Visual Display

TAKS READING
TAKS MATH
TAKS SOCIAL STUDIES

Lead students in an analysis of data on the effect of family support. Divide the class into groups and assign each a graph to analyze. There are numerous sources for these statistics; following are examples:

- FlexChoice Web site Figure 13.6: Student outcomes, by level of parental involvement in school and which parent is involved: Students in grades K-12 in two-parent families, 1996.
- *nces.ed.gov/programs/coe/ The Condition of Education* 2000, 2001 and 2002.
- *nces.ed.gov/programs/coe/list/i6.asp* Societal Support for Learning – This site is organized by Indicators.
  - Indicator 52 is Early Reading Activities
  - Indicator 53 is Before and After School Care
  - Indicator 54 is Parental Involvement in Schools.

Instruct students to formulate conclusions based on the data presented in these graphs. Have them design a simplified graph of their own making to present a summary of findings to the class.

9D4) Research/Visual Display/Field Experience

TAKS READING
TAKS WRITING

Point out to students that, as they have seen from the graphs in Strategy 9D3, family involvement is important for student success. Assign students to research specific ways in which families can become involved by using resources such as the following:

- National Parent Information Network - *npin.org/about.html* The mission of NPIN is to provide access to research-based information about the process of parenting, and about family involvement in education. This organization believes that well-informed families are likely to make good decisions about raising and educating their children.
- ACT - *www.act.org* Click on For Parents and then Information for Parents. This gives tips to assist parents in working with their children to explore career options, plan for college, and prepare for work.
- Parents at School, pages 324-326 of *Reaching to Teach*.
- Helping Your Child at Home, Para ayudar a su niño/a en casa, Worksheet 7.4A and B, pages 334-335 of *Reaching to Teach*

Divide the class into groups representing different grade levels of learners. Assign each group to develop a list of suggestions for

TAKS WRITING

promoting parental involvement in learning of students at various grade levels. A good source of ideas is "100 Ways for Parents to Be Involved in Their Child's Education," on-line at *npin.org/library/2003/n00782/n00782.html* (for the Spanish version, see *npin.org/library/2003/n00783/n00783.html*).

Field Experience

With approval of their field-site teachers, have students disseminate the listing to parents of learners in their field-site classrooms. Encourage students to consider the suggestions as they design learning experiences for field-site learners. Lead them to share examples of learning experiences that promote parental involvement and/or utilize parents as resources. **Note**: Also address the issue of parents/guardians who are unable or unwilling to participate. How can the teacher advocate minimize the effect from lack of parental involvement and help the child not feel left out?

9D5) Guest Speaker/Project

TA123 PTAs, PTOs, and PATs

Display Teaching Aid 123, ***PTAs, PTOs, and PATs.*** Invite a representative from a parent organization to the class as a guest speaker. Ask the representative to explain the purpose of the organization and the contributions made to the school. Have students prepare questions in advance to ask the guest speaker.

FCCLA

Have students research activities that parent organizations conduct in the school district. As an FCCLA project, students may join the local parent organization as a student member. Students could also volunteer to serve as chairperson for a community or school project.

9D6) Pair Activity/Oral Report

TAKS WRITING TAKS READING TAKS SOCIAL STUDIES

Divide the class into pairs. Assign each pair one or more of the resources listed below for a mini-research project. Have students describe the benefit of each resource and explain how such a resource can aid families with children in school. Lead students to share their findings with the class.

- Alcoholics Anonymous
- Area Vocational Schools
- Better Business Bureau
- Child Protective Services
- Clothing Closet
- Food Bank
- Girl or Boy Scouts
- Health Clinic
- Hospice
- Housing Authority
- Legal Aid
- Local Churches
- Local Law-enforcement Agency
- Long-term Care Facility
- Meals on Wheels
- Sheltered Group
- YMCA or YWCA

As a review of the above activity, have students work in groups to complete Teaching Aid 124, ***Community Resources***. The answer key is provided below:

1. f,m	6. k	11. q	16. c
2. m,s	7. l	12. a	17. g
3. i	8. o	13. d	18. n
4. p	9. j	14. h	19. e
5. b	10. i	15. k,l	20. n,r

TA124 Community Resources

TAKS WRITING

9D7) Guest Speaker

Invite a representative from the Texas Department of Human Services to speak to the class on support systems and services that are available to families with children in the community. Request that the representative also identify additional systems and services that families may access within the community.

TAKS SOCIAL STUDIES

- Why is it important for a teacher to be aware of support systems and services that are available to families with children in the community?
- What is the relationship between such support services and classroom learning?

Key Questions

9D8) Internet Research/Interview/Group Activity

Assign one or more students to visit the Web site of the Texas Business & Education Coalition (*www.tbec.org*) and report to the class the purpose of the coalition and information and services provided in support of Texas public education.

TAKS READING

Assign one or more students to interview an administrator, such as the principal, superintendent, or career and technology supervisor, concerning cooperation between the school and the local business community. Have students report findings to the class. Sample interview questions include the following:

- How does the school solicit the support of business and industry partners?
- What are examples of business and industry involvement and support?
- Why is the support and involvement important to students' education?
- Does the school district have any rules that impact school/business interaction? If so, what are they?

TAKS SCIENCE

TAKS SOCIAL STUDIES

Divide the class into groups representing various subjects and grade levels. Have groups brainstorm ways business and industry partners might provide support for learning. As groups share their ideas, have a volunteer compile the suggestions into a listing that can be added to students' Teaching Resource Portfolios.

9D9) Class Discussion

TA125 Involving Society on Committees

Point out to students that one of the most influential ways to involve society and business is by placing representatives on school committees. Distribute Teaching Aid 125, ***Involving Society on Committees.*** Lead a class discussion on the purpose and importance of having the community represented on school committees. Have students list the types of diversity desired in people who should be represented on a committee. If the district has specifications regarding representation on school committees, share these with students.

TA126a-b Establishing an Advisory Committee

Provide students with a copy of Teaching Aids 126a-b, ***Establishing an Advisory Committee.*** Explain to students the purpose and functions of a family and consumer sciences advisory committee. Lead a class discussion on advantages of such a committee and considerations in forming and managing an advisory committee.

Key Questions

- Why is it important that an effective advisory committee include a representation of stakeholders and the community composition?
- What are examples of persons you would involve in an advisory committee for your school?
- What are examples of functions an advisory committee may perform?
- How would the involvement of an advisory committee benefit the teacher? students? the overall program?

Field Experience

Arrange for students to participate at some level in an advisory committee activity, either through the Family and Consumer Sciences Education program or their field-site placements. For example, students might assist with advisory member communications, planning a meeting, preparing handouts, arranging facilities, or attending an actual meeting. Following the experience, have students submit a written summary of what they learned.

FCCLA

FCCLA ACTIVITIES

- Families First: Families Today; Parent Practice
- Power of One: Family Ties
- Ready, Set, Read!
- STAR Events: Focus on Children, Interpersonal Communications
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

A*

TEKS 10

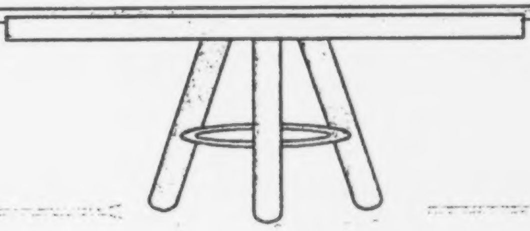
Developing Technology Skills

The student is expected to:

(A) Describe the role of technology in the instructional process;

(B) Utilize technology applications appropriate for specific subject matter and student needs; and

(C) Demonstrate skillful use of technology as a tool for instruction, evaluation, and management.



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Suggested Resources - TEKS 10

Books

Chamberlain, V. and Cummings, M. (2003). *Creative Instructional Methods.* New York, NY: Glencoe/ McGraw Hill.

- Chapter 10, Visual Media
- Chapter 15, Learning with Technology

Reaching to Teach: Custom Edition compiled to Introduce Secondary Students to Education Careers. Boston, MA: Pearson Custom Publishing. (2002) Available from The Curriculum Center for FCS. Chapter 5, Teaching with Technology

- pages 118-119, How Are Educational Technologies Influencing Schools?
- pages 119-126, What Technologies Are Available for Teaching?
- pages 126-128, How Do Teachers Use Computers and the Internet?
- pages 129-131, What Are the Effects of Computer Technology on Learning?
- pages 131-134, Should Technology Be at the Forefront of Efforts to Improve Schools in the United States?
- pages 134-142, What Barriers Limit the Integration of Technology into Schools?

Web Sites

Becoming a Teacher FlexChoice Web Site (Print Chapter 5 = Chapter 11 on the Web)
www.pearsoncustom.com/tturtt

Educational Technology Coordinating Council
www.etcc.state.tx.us

San Diego State University WebQuest Site
webquest.sdsu.edu

State Board for Educator Certification
www.sbec.state.tx.us

The Technology Applications Center for Educator Development
www.tcet.unt.edu/START

Texas Education Agency
www.tea.state.tx.us

- Curriculum & Educational Programs, Educational Technology
- Teacher Resources, Teacher Tool Bag, Curriculum Resources, Technology Applications

www4teachers
www.4teachers.org/home/index.shtml

A*

10A) The student is expected to describe the role of technology in the instructional process.

10A1) Written Exercise

TAKS READING TAKS WRITING

Have students read the introduction to Chapter 5, pages 114-116 of *Reaching to Teach*. Lead students to contrast ways in which computers are used in the two school settings described. (The contrasting settings are elaborated upon in the first paragraph on page 118.)

Have students describe in writing the use of technology in their district or, specifically, in their field-site classroom. Lead students to share and discuss their descriptions.

Key Questions

- How is the use of technology promoted throughout the district?
- In what different ways is technology used in various classrooms?
- How is the use of technology impacted by grade level? by subject matter area?
- What other factors impact how extensively and in what manners technology is used?

10A2) Brainstorming/Group Activity

Ask students to define the term *technology*; they will have studied various aspects of technology in different subject-matter areas. Lead them to brainstorm the various forms encompassed under the heading of educational technology.

TA127 Defining Educational Technology

Distribute copies of Teaching Aid 127, ***Defining Educational Technology***. Point out that the proposed and expanded definitions were developed by the Educational Technology Coordinating Council in conjunction with the State of Texas Master Plan for Educational Technology. The ETCC's Web site is *www.etcc.state.tx.us*.

TAKS READING TAKS WRITING

Assign students to work in groups to research, explain the purpose, and suggest applications of various forms of technology, such as those listed on the teaching aid. Have students consult references and resources as needed to investigate the various forms. As they share findings, lead students to compile a listing and glossary of technology terms.

10A3) Group Research/Visual Display

TA128 Technology Applications Standards for All Beginning Teachers

Review information from Strategy 1A4 about the State Board for Educator Certification Standards, which identify what new teachers should know and be able to do. Display Teaching Aid 128, ***Technology Applications Standards for All Beginning Teachers***. Point out that these are the certification standards that lay out what beginning teachers should know and be able to do in relation to technology applications.

TAKS READING

Divide the class into five groups, and assign each group one of the five technology applications standards. Assign groups to visit the SBEC Web site at *www.sbec.state.tx.us* to view the elaborated Teacher Knowledge and Application for the assigned standard. Have each group print out and interpret knowledge and skills for the assigned standard. Lead groups to summarize orally the requirements for the five standards.

Following their presentations, have students create a visual display centering on the five standards. The display, for example, could include photos of various applications and skills, or it could be a Web site with digital photos.

10A4) Class Discussion

TAKS READING

Have students read the section, How Are Educational Technologies Influencing Schools?, on pages 118-119 of *Reaching to Teach.* Direct students to look at the chart showing how the traditional learning environment is shifting to a new learning environment. Lead a class discussion on implications of this shift.

Key Questions

- How does a student-centered curriculum differ from teacher-centered?
- How does technology promote student-centered learning?
- How does technology impact each of the other factors shown under the heading of "New Learning Environment"?
- Why are critical thinking and informed decision making important skills in the new learning environment?
- What are the advantages of authentic, real-world context in promoting learning?

Based on field-site classroom or personal educational experiences, have students give examples of learning experiences in which technology promotes the new learning environment.

10A5) Guest Speaker/Project

TAKS MATH

Invite the technology director or a technology teacher from the local district to visit the classroom. Ask the guest to explain the technology plan for the school district. If available, obtain a copy and use as a tool for discussion, leading students to analyze the plan. Ask the speaker to overview forms and uses of technology for such purposes as instruction, evaluation, management, and communication. Also, ask for information about assistive and adaptive devices available to facilitate learning in students with special needs.

If possible, arrange for students to visit classrooms to view the setup of computers in various classrooms; or have student volunteers take photographs (preferably digital) of various configurations. Have students compile the information and photos and then create a chart or graph that depicts the number of computers/grade/number of students. Have them record additional technological equipment available for each grade level.

10A6) E-mail Survey/Written Exercise

TAKS WRITING
TAKS SOCIAL STUDIES

Have students conduct an e-mail survey to learn how teachers use technology. Lead students to develop survey questions, and guide them in planning and implementing the survey. Teachers surveyed should represent various grade levels and subject-matter areas. Following are sample survey questions:

- What grade level(s) and subject area(s) do you teach?
- In what ways do you use technology as a tool for instruction?
- How extensively do you use technology as an instructional tool? (i.e., daily, twice a week, once a week, two times a month, etc.)
- What kind of access do your students have to computers?
- What kind of access do your students have to the Internet?
- In what ways do you use technology as a tool for evaluation?
- In what ways do you use technology as a tool for management?
- What is your favorite technology application to use in the classroom?

TAKS WRITING
TAKS MATH

Lead students to compile response data. Have each student write an analysis of findings regarding use of technology as a tool for instruction, evaluation, and management. **Note**: Table 11.2 on the FlexChoice Web site shows the percent of teachers having their students use different types of software by grade level; have students compare their findings with the data shown on Table 11.2.

10A7) Internet/Written Exercise

TAKS READING
TAKS WRITING

Have students go to the *Becoming a Teacher* FlexChoice Web site, Chapter 11, and complete the Applications and Activities Teacher's Journal. After students have completed and printed out the results, lead them to discuss responses to the questions 1-3. Have students take turns sharing key predictions from their scenarios.

TAKS MATH

Have students view data from Table 11.1 on the FlexChoice site about growth of the Internet use between 1995 and 1999. Have students calculate the percentage of growth in selected categories over the time period. Use results to reinforce implications related to technology expansion and growth.

A*

10B) The student is expected to utilize technology applications appropriate for specific subject matter and student needs.

10B1) Group Activity/Projects

TAKS WRITING TAKS READING TAKS SOCIAL STUDIES TAKS SCIENCE

Have students read the section, What Technologies Are Available for Teaching?, on pages 119-126 of *Reaching to Teach*. Have students, in groups or individually, complete activities such as the following to elaborate on information presented in the text.

- The Television Revolution. Have students present advantages and disadvantages of extensive television viewing, both at home and in school settings. Have them provide suggestions for maximizing the positive impact of television on learners. Have them suggest ways to teach learners to exercise critical thinking and informed decision making when viewing television.
- The Computer Revolution. Have students define key terms and differentiate between *CAI, CMI,* and *CEI* as explained in the text. Have them give examples of computer-assisted, computer-managed, and/or computer-enhanced instruction within their school district. Have them share information from Figure 11.1 on the FlexChoice Web site about advantages of computer-assisted instruction.
- The "Magic" of Media. Have students define key terms from the text, including *CD-ROM, videodisc, interactive multimedia, hypermedia,* and *computer-based simulations.* Have students cite examples of instructional media they have observed in field-site classrooms or in their own classrooms. Have them research and report on computer-based home-school communication systems used by the district.

TA129 Internet Terminology

- The Internet. Have students define key terms related to Internet use, referring to terms in the text and/or Teaching Aid 129, ***Internet Terminology***. Have students provide examples of classroom applications of newsgroups, chat rooms, and videoconferencing for specific subject matter at various grade levels. Have them point out how special needs of students can be met through applications involving each Internet application.

10B2) Field Experience

Field Experience

Based on research and presentations in Strategy 10B1, have each student select a technology application appropriate for specific subject matter and learner needs in the student's field-site classroom. In collaboration with their field-site teachers, have students plan, prepare, and implement a learning experience utilizing the selected technology application.

TAKS WRITING

Have students write a summary describing and evaluating their experience. Have students report on their experiences, providing a summary demonstration for classmates.

10B3) Class Discussion/Debate

TAKS READING TAKS SCIENCE

Have students read What Are the Effects of Computer Technology on Learning? (pages 129-131) and Should Technology Be at the Forefront of Efforts to Improve Schools in the United States? (pages 131-134) in *Reaching to Teach*. Lead a class discussion on key concepts presented in the text.

Key Questions

- What does research indicate about positive effects of computer technology on learning?
- Through what five stages did researchers find that teachers progressed as they integrated technology into their teaching?
- Why do you think the entry stage was painful for many teachers?
- How would teaching technology skills to students increase the technology skills of the teacher?
- What benefits would students and teachers realize as teachers progress through the adaptation, appropriation, and invention stages of technology integration?
- What factors might account for why the increase in available educational technologies is not always reflected in more effective use of technology in the classroom?

TA130 Guidelines for a Classroom Debate

TAKS SOCIAL STUDIES

After reading The Opposition: Computers *Will Not* Improve Education and The Advocates: Computers *Will* Improve Education, pages 133-134 of Reaching to Teach, have students debate the use of computers in the classroom. Divide the class into two teams, having one team present the opposition viewpoint and the other team present the advocate viewpoint. Teaching Aid 130, ***Guidelines for a Classroom Debate***, may be used for structuring the debate activity.

10B4) Group Activity/Presentations

TA131 The Technology Literacy Challenge: Four Pillars

Display Teaching Aid 131, ***The Technology Literacy Challenge: Four Pillars***. Lead students to discuss the importance of each of the requirements proposed by President Clinton for promoting technology literacy.

Have students read the section, What Barriers Limit the Integration of Technology into Schools?, on pages 134-142 of *Reaching to Teach*. Divide the class into four groups, and have each group complete activities such as the following to elaborate on information presented in the text.

TA132 Different Types of School Computer Organization

TAKS READING TAKS WRITING

- Pillar 1: Access to Technology for All Students. Have students assess where their campus/district stands in providing access to technology for all students. Teaching Aid 132, ***Different Types of School Computer Organization***, depicts ways computers access may be offered in schools. Also, in Texas, the Educational Technology Advisory Committee has been empowered by the Texas Education Code to foster technology implementation in school districts. Information on technology guidelines and evaluation can be accessed on the Web site through *www.tea.state.tx.us/technology*.

➤ Have students infer implications of unequal access to technology for various students and student groups. Have them suggest ways to foster technology access and skills in such cases.

- Pillar 2: Internet Access for All Students. Have students summarize the importance of Internet access; share ways they have used the Internet in their educational experiences; and suggest ways to use the Internet in field-site classroom instruction. ➤ Have them assess the status of their campus/district in providing Internet access to students in various grades and subject areas. Have students interpret data on Figure 11.6, Internet Access in Public Schools, from the FlexChoice Web site and suggest implications to classroom instruction. ➤ Lead students to discuss cautions teachers should take when students access the Internet. Also, discuss how teachers can help students critically evaluate the credibility of information posted on Web sites.

TA133 Which Software Should I Use?

- Pillar 3: Quality Educational Software. Have students relate the challenges of selecting quality educational software from the prolific number of options. Teaching Aid 133, ***Which Software Should I Use?***, can be used as an information source; have students research and provide examples of resources available on the cited Web site (*www.tea.state.tx.us/technology/ta/resources.html*), including EvaluTech.
- Pillar 4: Teacher Training in Technology. Have students discuss such questions as the following: What challenges do teachers face in keeping up-to-date on new technology applications? How are states encouraging technology training for teachers? What support is available through the local school district to provide technology professional development to teachers? What other sources of professional development and training are available? (Students might interview field-site and other teachers for information on professional development and training options.)

Field Experience

10B5) Class Discussion

Have students describe examples of their technology background experiences, including software programs they have used. Students may bring samples of related products they have produced using various software. Ask students how the technology experience impacted learning in the classroom.

TA134 T-Chart Template

Lead students to discuss benefits and drawbacks of various instructional technology applications. Have a student volunteer write student responses on a T-chart on the board or overhead. Teaching Aid 134, ***T-Chart Template***, may be used for overhead recording. Have students defend their positions regarding both benefits and drawbacks, and lead a class discussion building on information presented.

Key Questions

- What are examples of visual media and technology that have enhanced learning?
- What are examples of visual media and technology that seemed to be ineffective or inappropriate in the classroom?
- What factors determined whether media and technology were effective or ineffective?

10B6) Group Activity/Field Experience

TA135 Sample Software Categories

Disseminate copies of Teaching Aid 135, ***Sample Software Categories***. Lead students to explain and give examples of various categories of software listed; add to the list any additional categories identified through Strategy 10B5.

TAKS READING TAKS WRITING

Divide the class into small groups. Assign each group a category of software. Have groups use the Internet and catalogs from computer companies to find examples of software from their assigned categories. Have them analyze each program for effectiveness and appropriateness; Appendix 11.1 on the FlexChoice Web site, Criteria for Evaluating Software Programs, can be printed and used as an evaluation tool. In their analyses, have groups recommend grade levels and subject-matter areas for which each application would be appropriate. Lead groups to share results and compile into a class listing that students can keep in their Teaching Resource Portfolios.

Field Experience

Assign each student to select a software program, to which they have access, that can be used in a field-site classroom learning experience. In collaboration with the field-site teacher, have students plan and implement the experience, utilizing the selected software. Instruct students to write a summary of the experience, including a justification of why the software was chosen and is appropriate for content, grade-level, and learner needs.

10B7) Internet Research/Class Discussion/Field Experience

TA136 WebQuests

Display Teaching Aid 136, ***WebQuests***. Explain each point presented, drawing upon any experiences students may have had with WebQuest activities. Show students, or have them explore, Internet resources and examples related to WebQuests. An excellent example is the Web site cited on the teaching aid, which is the WebQuest page at San Diego State University (*webquest.sdsu.edu*). Lead a class discussion on the possibilities that WebQuests provide for instruction.

Key Questions

- How can WebQuests widen the available resources for subject areas in instruction?
- What are potential benefits of having students conduct WebQuests?
- How could WebQuests promote higher-level thinking skills? critical thinking?
- How could WebQuests build technology skills in learners?
- What equipment would be required in classrooms in order to use WebQuests?

TAKS WRITING

Field Experience

Assign each student to design or adapt a WebQuest for use with field-site learners in a specific subject area. Under supervision of the field-site teacher, have students implement, evaluate, and report on the activity. Lead students to compile WebQuests by subject area for inclusion in students' Teaching Resource Portfolios.

TAKS WRITING TAKS READING

10B8) Internet Research/Presentation/Field Experience

Assign students to subject matter areas and grade levels that correlate to field-site classroom placements. Have them develop suggestions for using technology applications in specific subjects and grade levels. Ask students to include recommended Web sites. Have them present findings to the class. Lead students to compile suggestions for their Teaching Resource Portfolios. Potential resources include the following:

- *www.tea.state.tx.us* (Teacher Resources, Teacher Tool Bag, Curriculum Resources, Technology Applications)
- *www.tcet.unt.edu/START/instruct/index.htm*

Field Experience

Have each student select a specific suggestion to develop and implement in the field-site classroom, with approval from the field-site teacher. Request that students submit a written summary and evaluation of the experience.

A*

10C) The student is expected to demonstrate skillful use of technology as a tool for instruction, evaluation, and management.

TAKS READING

10C1) Group Activity/Interview/Experience

Refer students to the section, How Do Teachers Use Computers and the Internet? on pages 126-129 of *Reaching to Teach*. Divide the class into four groups. Have each group take one of the categories listed under this section, which include:

- Preparing Lessons
- Communicating with Other Educators
- Posting Information and Student Work on the Web
- Facilitating Students' Learning via Computers and Cyberspace.

Have groups summarize their assigned section, relating information to their field-site classrooms. Allow groups to report to the rest of the class.

Assign students to interview their field-site teachers to determine ways they use technology as tools for instruction, evaluation, and management. Lead students to share findings.

TAKS WRITING

Field Experience

Have students work with their field-site teachers to assist and practice selected technology applications. Instruct students to record each instance when they demonstrated technology use and to note the purpose accomplished.

10C2) Demonstration

Point out that teachers use technology in many different ways in classroom management. Lead a class discussion on the different ways that teachers can use technology in the classroom. Examples include grade-book programs, test creators, information recorders, electronic calendars, the Becoming a Teacher FlexChoice Web Site, and software to assist in writing lesson plans, organizing resources, and creating concept maps. Arrange for students to view demonstrations of various applications, such as the grade-book program.

10C3) Presentation/Field Experience

Present a PowerPoint presentation to students on a topic related to course content. Lead students to compare the effectiveness of a PowerPoint presentation versus transparencies or other methods of presenting information.

Key Questions

- What are advantages of PowerPoint presentations?
- Under what circumstances is PowerPoint an effective method for presenting information?
- When might it not be the most effective method? (Point out that PowerPoint, like any one technological tool, may not always be the most appropriate method, and it can sometimes be "overused.")
- How can the presenter use special effects on PowerPoint to enhance content retention, rather than potentially distracting from information being presented?
- What are suggestions for actively involving students in PowerPoint and other media presentations?

TAKS READING TAKS WRITING

Teach students the steps in creating a PowerPoint presentation, or arrange for students to be taught by another teacher or a student who is proficient in PowerPoint. Have students create PowerPoint presentations on an assigned topic. The topic should relate to the subject area in the field-site classroom. Have students demonstrate presentations to the class. Lead the class in a discussion about what makes an appealing, yet educational PowerPoint slide. Include topics, such as the use of color on slides, font type and size, and the use of sound and graphics. A technology teacher would be a good source for the above criteria.

Field Experience

With approval of the field-site teacher, have students implement their PowerPoint presentations with learners in their field-site classrooms. Have them submit a written summary of the field experience.

10C4) Individual Activity/Project

TAKS WRITING TAKS READING

Have students complete the Professional Reflection on "How technically proficient are you?" presented on the *Becoming a Teacher* FlexChoice Web site. As explained in the instructions, students will complete the proficiency rating sheet for various technology/ instructional strategies, indicate commitment to using each, and then reflect on steps they can take to increase proficiency.

Have students plan, implement, and evaluate activities to build technology proficiency. This could be done as an FCCLA Power of One, A Better You project.

10C5) Internet Activity/Group Research

TAKS WRITING TAKS READING

On the *Becoming a Teacher* FlexChoice Web site, have students read and respond to Technology Highlights: Can the Internet enhance school-home communication and parental involvement? Lead students to share and compare responses.

Field Experiences

Assign students to work in groups to investigate the use of the Internet as a communication tool to parents and community members in school district. Have students view district Web sites and/or sites of technologically advanced districts. Ask groups to report and suggest ways to enhance parental communications through technology - especially the Internet. If possible, have students participate in field experiences to practice using technology as a communications tool with parents and community members.

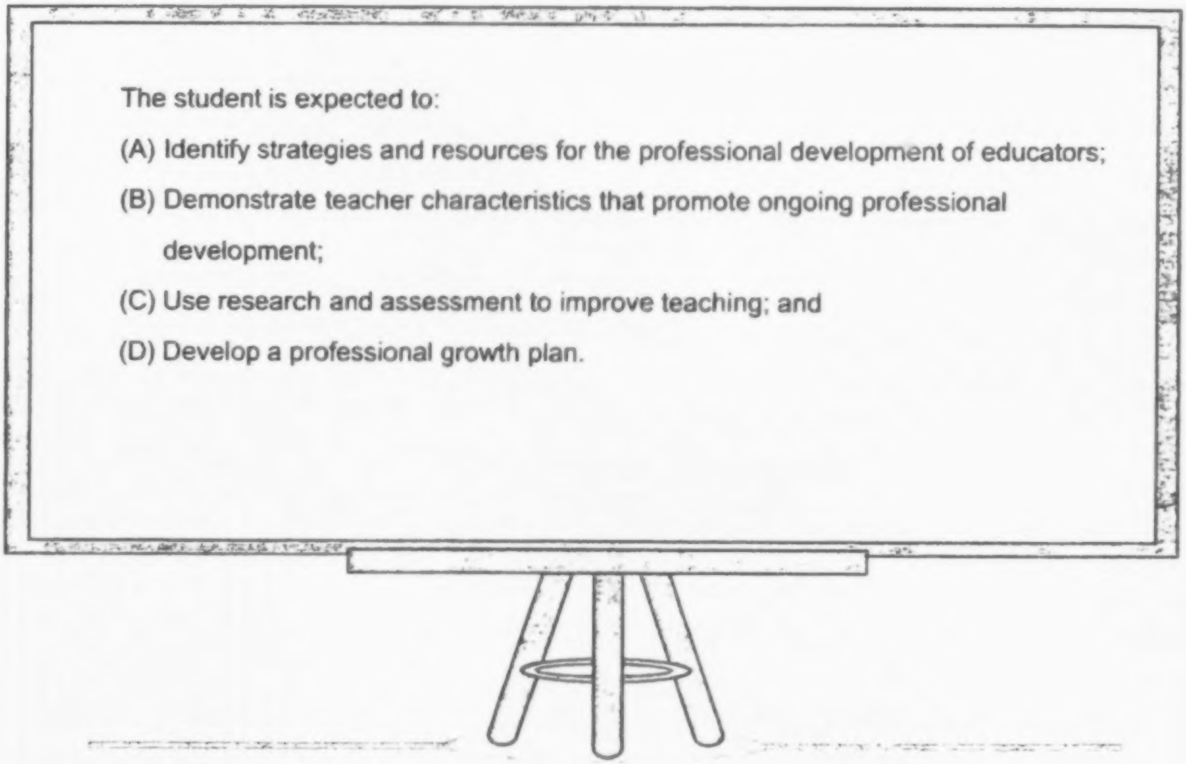
FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS Skills for Career Success
- Power of One: A Better You, Working on Working
- STAR Events: Applied Technology; Interpersonal Communications, Job Interview
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

A*

TEKS 11

Continuing Development as a Teaching Professional



The student is expected to:

(A) Identify strategies and resources for the professional development of educators;

(B) Demonstrate teacher characteristics that promote ongoing professional development;

(C) Use research and assessment to improve teaching; and

(D) Develop a professional growth plan.

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Suggested Resources - TEKS 11

Books

Chamberlain, V. and Cummings, M. (2003). *Creative Instructional Methods.* New York, NY: Glencoe/ McGraw Hill.
- Chapter 26, Growing as a Professional

Henry, C. and Nath, J. (2001). *Becoming a Teacher in Texas: A Course of Study for the Professional Development ExCET.* Belmont, CA: Wadsworth/Thomson Learning.
- Chapter 12, Becoming a Reflective Practitioner

Reaching to Teach: Custom Edition compiled to Introduce Secondary Students to Education Careers. Boston, MA: Pearson Custom Publishing. (2002) Available from The Curriculum Center for FCS.
- pages 48-49, How Can You Develop Your Teaching Portfolio?
- pages 49-50, How Can You Benefit from Mentoring Relationships?
- pages 50-52, What Opportunities for Continuing Professional Development Will You Have?
- pages 154-157, What is Professionalism in Teaching?
- pages 157-160, To What Professional Organizations Do Teachers Belong?
- pages 160-163, What New Leadership Roles for Teachers Are Emerging?
- pages 163-166, How Do Teachers Contribute to Educational Research?
- pages 166-169, How Are Teachers Providing Leadership for School Restructuring and Curriculum Reform?
- pages 190-192, How Can You Participate in Teacher Collaboration?

Publication

American Association for Employment in Education, Inc.
- *Job Search Handbook for Educators* (2002)

Web Sites

Becoming a Teacher FlexChoice Web Site (Print Chapter 5 = Chapter 11 on the Web)
www.pearsoncustom.com/tturtt

ERIC Clearinghouse on Teaching and Teacher Education, Washington, D.C.
www.eric.ed.gov

State Board for Educator Certification
www.sbec.state.tx.us

Texas Education Agency
www.tea.state.tx.us
- Teacher Resources, Teacher Tool Bag, Professional Development
- Teacher Resources, Teacher Tool Bag, Professional Organizations

A*

11A) The student is expected to identify strategies and resources for the professional development of educators.

11A1) Class Discussion/Interview

TAKS READING

Ask students what it means for a teacher to be a "professional." Lead them to share and discuss responses. Assign students to read the section, What is Professionalism in Teaching?, on pages 154-157 of *Reaching to Teach*. Lead students to expand their ideas about professionalism in teaching based on information presented in the text.

Field Experience

Assign students to interview teachers, including their field-site teachers, to determine ways teachers build professional behavior and facilitate lifelong learning. Coordinate interview planning to ensure that different teachers are interviewed (and the same teachers are not approached multiple times). As students report their findings, direct the class to compile a listing of strategies and resources for professional development of educators.

11A2) Class Discussion/Group Activity

TAKS READING

Have students read the section, What Opportunities for Continuing Professional Development Will You Have?, on pages 50-52 of *Reaching to Teach*. Lead a class discussion on information presented.

Key Questions

- Why is self-assessment a necessary first step in pursuing opportunities for professional development?
- What kinds of questions can help a teacher make appropriate professional development choices?
- What are examples of topics frequently covered through inservice workshops offered by school districts?
- What are advantages of teacher centers?
- How does supervising and mentoring of student teachers (or teaching a high school teacher prep course!) facilitate professional development?

11A3) Research/Visual Display

TAKS READING TAKS WRITING

Have students work individually or in groups to investigate a topic related to professional development and present findings to the class. Examples of topic assignments include the following.

- Prepare a listing of inservice workshops offered through the local school district over the course of a year.
- Prepare a listing of professional development opportunities available via the regional Education Service Center.
- Determine graduate study opportunities available to teachers through an accessible college or university.

- List possibilities for continuing professional development available via the Internet. Weblink 2.4 on the *Becoming a Teacher* FlexChoice Web site may be used as one source.
- Explore professional development opportunities listed on the Texas Education Agency Web site. Have students go to *www.tea.state.tx.us* - then Teacher Resources, Teacher Tool Bag, Professional Development.

Following presentations, lead class members to create a visual display of professional development opportunities for educators.

11A4) Class Discussion/Guest Speaker

Point out that an important strategy for building professional skills as a new teacher is drawing upon experienced teachers as resources. Refer students to the sections, How Can You Benefit from Mentoring Relationships? (pages 49-50 of *Reaching to Teach*) and How Can You Participate in Teacher Collaboration? (pages 190-192). Lead students to discuss applications and advantages of each of the following techniques from the assigned text:

- mentoring
- peer coaching
- collaborative staff development
- team teaching
- co-teaching

If the local district has a mentoring program, have student volunteers investigate and present details to the class. Or invite a guest speaker who is involved with the program to share information with the class.

TAKS WRITING

TAKS READING

TAKS SOCIAL STUDIES

11A5) Individual Activity

Have students identify a variety of professional organizations to which teachers may belong and determine potential benefits of involvement in such organizations. Potential sources of information include references, the Internet, and teachers. Examples include the following:

- pages 157-160 in *Reaching to Teach*, To What Professional Organizations Do Teachers Belong?
- Appendix 12.1: Sample of Professional Organizations for Teachers, on the FlexChoice Web site; see also the accompanying Web links
- the Texas Education Agency's Web site (*www.tea.state.tx.us*) - Teacher Resources, Teacher Tool Bag, Professional Organizations

Lead students to share findings and compile a list of the organizations by category. Have students include the list in their Professional Portfolios.

11A6) Research/Class Discussion

TAKS READING TAKS WRITING

Have each student select a professional organization to research. Coordinate selections so that a variety of organizations, representing various disciplines and grade levels, are covered. Have students locate the organization's Web site and record information such as the following:

- Name of organization
- Address, including Web site URL
- Goals/Mission
- Pertinent information, such as number of members
- Member benefits
- Professional development opportunities and conferences
- Publications/products

Teaching Aid 137, ***Exploring Professional Organizations***, can be used to record information. Lead students to share findings, and then post students' reports for other students to view and copy down any desired information. Lead a class discussion on resources for professional development available through professional organizations.

TA137 ***Exploring Professional Organizations***

Key Questions

- What are the goals of various professional organizations?
- How do the organizations vary in size?
- What is the cost associated with joining various organizations?
- What do members get in return for the cost?
- What are examples of professional development opportunities and conferences sponsored by various organizations?
- What are examples of publications and products available through various organizations?*
- In addition to direct member benefits, in what other ways does participation in professional organizations promote professional growth? (i.e., networking with other professionals, leadership opportunities, career development opportunities, honors and awards, etc.)

*Another option is to have students ask other faculty members about professional organizations to which they belong and ask for samples of publications, products, and examples of additional member benefits.

A*

11B) The student is expected to demonstrate teacher characteristics that promote ongoing professional development.

11B1) Group Activity

Refer students to Figure 12.2, Professionalism in Teaching, on the FlexChoice Web site. Review the significance of the following three dimensions of professionalism in teaching:

- Professional Behavior
- Lifelong Learning
- Involvement in the Profession

TA134 T-Chart Template

Divide the class into three groups, and assign each group one of the dimensions. Have each group identify teacher characteristics/behaviors that would be needed to achieve their assigned dimension of professionalism and then suggest ways teachers could develop those characteristics. Have students record their work on a T-Chart (see Teaching Aid 134, ***T-Chart Template***). The three dimensions are covered on pages 154-157 of *Reaching to Teach*. Lead groups to share their conclusions and suggestions.

11B2) Project

TAKS WRITING

Based on group reports and suggestions in Strategy 11B1, have each student list five suggestions deemed the best ways to promote their own professional development as a teacher. From those five, have students select two that they can practice immediately. Have students write a plan for implementing the suggestions, put the plan in action for a designated length of time, and report on results. This activity could be conducted as an FCCLA Power of One: A Better You or Working on Working project.

11B3) Class Activity/Visual Display

TAKS WRITING

TAKS READING

Assign students to read the sections, What New Leadership Roles for Teachers Are Emerging? (pages 160-163 of *Reaching to Teach*) and How Are Teachers Providing Leadership for School Restructuring and Curriculum Reform? (pages 166-169). Have them also view Figure 12.3: Ten dimensions of teacher leadership beyond the classroom, on the FlexChoice Web site. From the information presented, lead students to glean activities through which teachers may exercise leadership roles and develop as professionals. Create a class listing of these activities, and provide each student with a copy.

Field Experience

Have students show the list to their field-site teachers, as well as other teachers whom students admire. Have students ask the teachers to identify which activities they have had opportunity to perform, describe challenges and benefits of the activity, and state how the experience impacted them as professional educators.

Guide students in creating a visual display portraying teachers as leaders. This could be in the form of a bulletin board or Web site displaying photos of teachers performing various leadership roles in the district. The activity could be expanded having students recognize local teachers who have assumed leadership roles (i.e., through a newspaper article, Web site, display, or television human-interest segment).

11B4) Brainstorming/Class Discussion

State that there are organizations for high school students who are interested in careers in education. Lead students to brainstorm student youth organizations that would benefit students interested in pursuing education careers.

TA138a-b Student Youth Organizations

Distribute Teaching Aids 138a-b, ***Student Youth Organizations***. Direct students to explore the organizations listed. Instruct students to ask class members, or students outside the class, who are members of FCCLA and TAFE, to discuss benefits and purposes of each organization. Based on the teaching aid and student presentations, lead a class discussion on benefits and purposes of student organizations related to teacher preparation. If there are other applicable student organizations in the district, include information about those as well.

Key Questions

- What purposes do the various organizations serve?
- How do students benefit during their school years from participating in student youth organizations?
- How might participation in student youth organizations benefit students in future career options?

11B5) Application

Display for students a copy of TEKS 11B, "The student is expected to demonstrate teacher characteristics that promote ongoing professional development." Ask students the following questions:

1. What are specific teacher characteristics that promote ongoing professional development?
2. What are specific ways to assess student achievement of this Ready, Set, Teach! learning expectation?

Lead students to discuss and expand their responses. Either individually, or as a class, have students apply their suggestions by developing a system to demonstrate and document demonstration of targeted characteristics.

A*

11C) *The student is expected to use research and assessment to improve teaching.*

11C1) Individual Activity/Action Research Project

TA139 ***Teachers as Researchers***

TAKS WRITING TAKS READING

Assign students to read pages 163-166, How Do Teachers Contribute to Educational Research?, in *Reaching to Teach*. Have students respond to items on Teaching Aid 139, ***Teachers as Researchers***. Item 6 requires students to develop an action plan for researching a question, issue, or problem related to learning in the field-site classroom. Point out that Figure 12.5 on the FlexChoice Web site provides ideas for data collection techniques to use in action research. Following completion of the worksheet, lead students to share their responses.

TAKS WRITING

Field Experience

Have students work with their field-site teachers to implement their action plans. Have them write a summary and evaluation of the experience to add as an addendum to their completed Teachers as Researchers worksheets.

11C2) Internet Research/Field Experience

TAKS WRITING TAKS READING

Assign students to visit the Web site for ERIC - the Educational Resources Information Center (*www.eric.ed.gov*) and note the range of resources available to teachers. Have students click on ERIC Digests and read an explanation, under About ERIC Digests, of these short reports on topics of prime current interest in education. Then have students browse through recent collections of ERIC Digests and select one that would be applicable to learners in their field-site classrooms. Instruct each student to summarize information in the selected ERIC Digest that could be used to improve teaching and then propose a specific application of the information in the field-site classroom.

Field Experience

With approval of the field-site teacher, have students implement their applications and report on results. As students share their reports, lead them to recognize how "research in action" can improve teaching.

11C3) Research/Reflective Practice

TAKS READING

Have students research the term *reflective practice* to determine its meaning, its benefits, and how it would be applied in the classroom. The following is a quote from ERIC Digest ED449120 on "Reflective Practice and Professional Development;" the full text of the Digest can be found on the ERIC Web site referenced in Strategy 11C2.

> *In 1987, Donald Schon introduced the concept of reflective practice as a critical process in refining one's artistry or craft in a specific discipline. Schon recommended reflective practice as a*

way for beginners in a discipline to recognize consonance between their own individual practices and those of successful practitioners. As defined by Schon, reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline (Schon, 1996).

Point out that one way to develop skill in reflective practice is through journal writing. Have students write reflective journal entries for a designated period of time (i.e., two weeks), recording the perceived impact of their teaching and interaction with learners. Work with students to develop and practice self-assessment skills related to their reflective journals.

TAKS WRITING

Field Experience

11C4) Self-Assessment/Written Exercise

Review with students information covered in TEKS 8D related to teacher performance appraisal. Point out that a teacher appraisal system, such as the PDAS, not only serves as an external appraisal but can be an effective internal tool for self-assessment. Have students practice completing selected portions of the Self-Report Form analyzed in Strategy 8D4, as it applies to field experiences in which students have participated.

Based on their self-assessments, have students write suggestions to themselves for strengthening areas of weakness and promoting their own professional development.

TAKS WRITING

Field Experience

A*

11D) The student is expected to develop a professional growth plan.

11D1) Class Activity/Brochure

Lead students, as a class, to develop a comprehensive list of ways teachers can practice lifelong learning and continue to grow as professionals. Have them draw upon previous strategies in TEKS 11D, plus additional resources such as the following:

- State Board for Educator Certification standards (See the SBEC Web site or Teaching Aid 140, ***SBEC Standard IV: Continuing Professional Development***)
- Sections from Reaching to Teach referenced in strategies for TEKS 11
- The *2002 Job Search Handbook for Educators* ("10 Ways to Keep Your Education Career Fresh")
- Professional Development Web links on the Texas Education Agency's Teacher Tool Bag site
- ERIC Digests related to professional development and lifelong learning

TAKS READING TAKS WRITING

TA140 SBEC Standard IV: Continuing Professional Development

Guide students to compile and format suggestions in a brochure that can be published and shared with other teacher preparation classes. Have students add a copy to their Teaching Resource Portfolios.

11D2) Individual Activity

TAKS WRITING TAKS READING

Arrange for students to take a practice TASP test to determine if scores are high enough to get into a state institution of higher learning offering teacher certification. If not, lead students to make plans to improve scores. Additional learning strategies may include:

- having students complete college applications
- having students investigate and complete scholarship applications

See the **Blended Activities** section for additional ideas.

11D3) Professional Growth Plan

TA140 SBEC Standard IV: Continuing Professional Development

TAKS WRITING

Assign each student to develop a professional growth plan for the next five to ten years. Have them refer to brochure suggestions from Strategy 11D1, as well as Teaching Aid 140, ***SBEC Standard IV: Continuing Professional Development.*** Instruct students to write their plans in a format that will be most useful to them. Have them obtain feedback from a mentor, such as the field-site teacher, prior to finalizing the plan. Have students add their completed professional growth plans to their Professional Portfolios.

11D4) Professional Portfolio

Assign students to review the section, How Can You Develop Your Teaching Portfolio, on pages 48-49 of *Reaching to Teach*. Note that students discussed preparation and uses of a professional portfolio in Strategy 1E4. Based on student learning related to assessment and professional development, point out the uses of portfolios as professional development tools, beyond the interview and hiring processes. Direct students to refine and update their Professional Portfolios, incorporating their professional growth plans created in Strategy 11D3.

FCCLA ACTIVITIES

- FCCLA Career Connection: PROGRAM Career Steps, ACCESS SKILLS for Career Success, INTEGRATE Work and Life
- Power of One: A Better You, Working on Working
- STAR Events: Applied Technology, Interpersonal Communications
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

BLENDED ACTIVITIES

Note to Teacher: Blended activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities. Most strategies throughout the Curriculum Guide meet this criteria and, in fact, address multiple TEKS as blended activities. Additional ideas for blended activities are presented in abbreviated form in this section as a source of alternate activities. Also in this section are presented additional ideas for FCCLA projects and activities.

PROFESSIONAL PORTFOLIO

TEKS

Encompasses virtually all TEKS, especially 1 and 11

The professional portfolio (often referred to as career portfolio) will provide a visual representation of the skills and experiences the student has acquired thus far in the educational training. Components can be used by students now and in the future as a resource in employment applications and interviews. It will also be a tool for reflection, goal setting, and self-assessment in the continuing professional development process.

The professional portfolio should be an ongoing project. As experience is acquired, a copy of examples may be inserted into the portfolio. Assist students in creating a large folder or envelope or a box to store collected items. As students gain more experience, have them add to and edit their professional portfolios. Examples included should be of excellent quality and represent the "very best" of the student's experience and ability. The professional portfolio should portray growth and development of the student.

Suggested items for the professional portfolio include documentation (i.e., photographs) and examples from the following areas:
- Resumé and other job search tools
- Teaching experiences
- Samples of instructional plans, assessments, and other educational tools created by the student
- Community service
- Leadership activities
- Professional development
- Technology/computer skills
- Extracurricular activities
- Honors and awards
- Special interests

TEACHING RESOURCE PORTFOLIO

2A, 2D, 3A-C, 4A-D, 5D, 5E, 6C, 6D, 7B, 7C, 8C, 8D, 9D, 10B, 10C

The teaching resource portfolio is a compilation of examples from teaching aids, strategies, and ideas learned in the classroom and through field experiences that can be used as teaching resources. A teaching resource portfolio will be an invaluable tool for the student both now and in the future. The student will be able to draw upon the ideas during field experiences and then later in the actual school experience. Ideas may be shared and exchanged with other students.

Instruct students to collect teaching ideas and strategies obtained from other students, teachers, and administrators. Some examples for the teaching resource portfolio include:

- Lesson plans
- Bulletin board or other visual ideas
- Teaching strategies or activities
- Sample study sheets and tests
- Lists of resources
- Effective guidance and discipline techniques
- Technology usage in the classroom

In order to cultivate the habit in students of collecting important teaching information, the teacher may frequently point out, "This would be good information to put in your Teaching Resource Portfolio."

INTERGENERATIONAL INTERVIEWS

1B, 1C, 4A, 4B, 4C, 7B, 9A, 9C, 9D, 10A

Instruct students to interview three generations of friends or relatives in order to compare the differences in schools in the past and schools today. Have students present the information in a visual display, such as a poster or Power Point project. Suggested questions for the interview include:

- Who was your favorite teacher? What characteristics made this teacher memorable?
- How does parental involvement today differ from the involvement of parents from the past?
- What school activities and field trips did you participate in as a student, and how did the events shape the course of your future?
- How do the goals, policies, and procedures differ in schools today from when you went to school?
- In what other ways is school different today than from when you went to school?
- How was visual media or computer technology used in your school experience? How do you think it has changed the course of education today?

TEACHER SPOTLIGHT

1A, 1B, 1D, 1E, 4A, 4B, 9C, 9D, 11A-D

Direct students to identify positive characteristics of teachers who have made an impact on their lives. Lead a class discussion on which characteristics are essential for effective teaching. Assign each student one of the characteristics listed. Have the student create a visual display, such as a poster or other visual, highlighting the characteristic. Posters may be displayed in the school, if permissible.

Direct students to interview master teachers using questions such as the following:

- What positive characteristics make a good teacher?
- What rewards and benefits do you receive in teaching? What reasons would you give a student for pursuing a career in teaching?
- What are your special interests? How do you manage teaching with the other areas of your life?

TEKS

- What further career goals do you have?
- Do you belong to any professional organization? If yes, how does this membership affect your teaching?
- What role does the community and business play in helping educate students?

CHARACTERISTICS OF A GOOD TEACHER

1A, 1B, 1D, 3C, 4A, 4B, 4D, 7B

Have students draw a gingerbread person on a large sheet of paper. Instruct them to write the following leading stem at the top: "A good teacher..." and then complete the statement by labeling appropriate points on the outline with characteristics of a good/effective teacher. Examples are shown on Teaching Aid 141, ***A good teacher...*** Lead students to share and discuss their responses. Incorporate products into a visual display or bulletin board.

STUDENT-PREPARED TEACHING AID

2A, 2D, 3A, 4A, 4D, 6A, 6B, 7B

Instruct students to design a teaching aid as an accompaniment to a lesson being taught in the field-site classroom. For example, design a bingo game to aid in practicing multiplication tables; create a spelling bee for the week's vocabulary words; or write a skit to illustrate summarization of a story. Encourage students to utilize appropriate technology applications in creation of the teaching aid. Have students note the subject area, grade level, and any special-needs considerations related to the teaching aid. With the field-site teacher's approval, have students implement the teaching aid in the field-site classroom.

"HOW TO" LESSONS

3A-D, 4A-D, 5B, 5D, 5E, 6C, 10C, 10D

After students are taught about components of a lesson and proper objective writing, have students design and present a "How To" mini-lesson to the class. Specify the length of the lesson presentation (i.e., 10-15 minutes). Have students select their topics and obtain teacher approval for appropriateness in advance. Encourage them to incorporate technology in lesson planning and implementation. As students present their "How To" lessons, have them specify the grade level for which the lesson is targeted. Examples of actual lessons students have presented for this strategy include: making silly putty (or finger paint, slime, puffy paint, goop, gak); doing origami; making friendship bracelets; learning to play a guitar; learning a dance step; decorating cupcakes; or creating visuals (i.e., bulletin board or PowerPoint presentation for a specific topic).

LESSON SERIES

2A-D, 3A, 3D, 4A, 4C, 4D, 5E, 6A-D, 8C, 8D, 9B, 9C

Direct students to choose a thematic unit or select a subject-area topic from the field-site classroom. Using the theme selected, instruct students to prepare a lesson series consisting of several instructional tools that reinforce the subject matter or teach a concept. Examples include the following:

- a visual display, such as a poster or a PowerPoint project
- utilization of a computer application that would be relevant to the subject area

- a special school activity or field trip corresponding to the theme
- an evaluation tool, such as a rubrics or other means of evaluation
- a "hands-on" or kinesthetic activity

Have students note the subject area, grade level, and any special-needs considerations related to the lessons and tools. With the field-site teacher's approval, have students implement items as appropriate in the field-site classroom.

PROMOTING LEARNING IN STUDENTS WITH SPECIAL NEEDS

2D, 3D, 4A, 4D, 6A-D, 7C, 7D, 10C, 10D

Guide each student to select one special need or disability to research. Have each student research classroom strategies and adaptations for meeting the assigned special need. Ideally, the special need selected will be a special need of a learner in the field-site classroom. Based upon findings, have each student prepare instructional tools to facilitate learning, such as the following:

- teaching aids modified for the special needs of the learner
- assessment modifications
- use of adaptive technology .

Lead students to report on their research and share examples of tools developed. Guide students in compiling techniques and strategies into a resource list to be added to students' Teaching Resource Portfolios.

SPECIAL SCHOOL ACTIVITIES OR FIELD TRIPS

2D, 4A, 4B, 5E, 6B, 6C, 7C, 7D

Have students assist the field-site teacher, or another teacher, in planning, implementing, and evaluating a special school activity or field trip. Teaching Aid 90, ***Factors to Consider When Planning a Field Trip***, and Teaching Aid 91, ***Planning a Field Trip or Special School Activity***, can be used as resources. Examples of ways students can assist include the following:

- Investigate business and community resources appropriate for a field trip or special school activity. List recommendations.
- Under supervision of the field-site teacher, assist with contacts and communications to set up the field trip.
- Orient learners to what they will observe during the activity.
- Assist the teacher during the actual activity.
- Following the activity, create a teaching aid or lesson that can be implemented with learners to further reinforce information they learned on the field trip.
- Handle follow-up correspondence, such as notes of thanks, to hosts and sponsors who assisted with the activity.

Assign students to write a follow-up report regarding the activity, perceived benefits, and what they learned.

FIELD-SITE CLASSROOM NEWSLETTER

4A, 4B, 5C, 6A, 6D, 7D

In collaboration with their field-site teachers, have students take an active role in preparing a classroom newsletter to communicate important information to parents. Examples of information to be communicated include the following:

TEKS

- Important class information
- Upcoming important dates
- Recent accomplishments of students
- Interviews featuring students and/or teachers
- Homework helps
- Tips for facilitating learning in their children

Note: With approval of the field-site teacher, students could also take an active role in preparing other teacher-parent communications for the field-site classroom. Those with appropriate skills could assist with Web pages.

100TH DAY ACTIVITIES

2A, 2B, 2D, 3A-D, 4A, 4D, 5E, 6A, 6B, 6C

At the elementary level, the 100th day of school is celebrated in many schools as an important occasion. The 100th day is used as a teaching tool for math, social studies, language arts, and other subject connections. Lead students to brainstorm ideas to incorporate the 100th day theme. Have them select one of the ideas to develop and, if possible and with approval of the field-site teacher, implement in the field-site classroom. Examples of ideas include the following activities with which students may assist learners:

- Count 100 pennies.
- Mark off 100 steps.
- Draw 100 circles.
- Read 100 books as a group.
- Jump 100 turns of a rope.
- String 100 beads.
- Clap 100 times.

TUTORING OPPORTUNITY

2A-D, 3A-D, 4A, 4D

The opportunity for a student to practice classroom strategies and teaching techniques in a one-on-one or small group situation is ideal, and it enables teacher prep students to work with learners of varying ages from those in their field-site classrooms. Assign students to tutor for a particular subject or class. Have students keep a log or journal to record information such as the following:

- time spent tutoring
- subject tutored
- special concerns or questions
- progress accomplished with the student

Involve field-site teachers as resources for the assignment of students to learners and coordination of tutoring assignments.

TAKS ACTIVITY

2A, 2B, 2D, 3B, 3C, 3D, 4A, 4C, 4D, 5A, 5E, 6A-D, 10B

From the field-site classroom subject area, have students design a learning experience or teaching aid to enforce and provide practice for a specific TAKS objective. The field-site teacher may assign the objective or the student may choose a TAKS objective. Students may also create an activity on the computer using available technology and subject-area information. Instruct students to create a folder or large envelope where the TAKS activity or directions for use with a computer may be stored. Ask the field-site teacher to critique the activity for accuracy and usability. The TAKS folder and/or computer-based activity may be used as a review tool for the TAKS objective or as a small group activity.

TEKS

PERPETUAL CALENDAR

2A-D, 3A-D, 4A, 4D, 6A-D, 9A, 9C, 10B, 10D

Assign students to create a perpetual calendar that lists holidays and special activity days that might be celebrated or discussed at school. A teacher Web site, calendar information site, or Internet search for holidays - including culture-specific holidays - will aid in the search for important holidays and dates. A partial listing of suggested activities is provided on Teaching Aid 142, ***A Perpetual Calendar of Special Events***.

Following creation of the calendar, assign each student one of the holidays listed. Have students design a bulletin board or a visual display centered around the holiday. Instruct students to create three learning activities or teaching aids that would teach and reinforce information about the special event. If possible, require students to have as one of their learning activities a technology-related project. With guidance from the field-site teacher, instruct students to conduct one of the activities in the field-site classroom. Lead students to compile activities for their Teaching Resource Portfolios.

EFFECTIVE COMMUNICATIONS

1A, 2D, 4A-D, 6A-D

Have students design games or exercises for teaching principles of communication. Instruct students to apply knowledge about developing effective instructional strategies for specific learners. Examples include the following:

- Have Ready, Set, Teach! students organize a scavenger hunt. Prior to the meeting, have each student prepare written directions for one participant to follow to locate and identify hidden objects. Afterward, lead students to review what worked and why it worked to improve their skills in giving clear and concise directions. Provide small incentives to the first discoverer and the student who wrote the directions (could also reward second place, third place, and runners up).
- Have learners sit back-to-back in pairs. Give one learner in each pair a simple object or picture to describe, and give the other learner paper and pencil. The describer has to provide directions to the partner, who will draw the object. The drawers cannot ask questions to clarify, but must draw as they think they are told. After a time limit, have pairs compare their drawings with actual objects and draw conclusions for ways to improve communication. The exercise could be repeated with a different object - this time allowing feedback and clarification.

MANIPULATIVE DESIGN

2A-D, 3A-D, 4A, 4D, 6A-D, 10C

Review learning styles concepts from TEKS 3. Point out that the kinesthetic learning style is facilitated by manipulative activities. Instruct students to design a manipulative activity for the field-site classroom that could be used to increase learning in the subject-matter area. Examples include the following:

- bean bags made out of felt and beans to be used for a physical education activity or in a counting activity in math class
- self-made puzzles constructed from a picture that has been laminated and cut apart in puzzle shapes to reconstruct. The student may design and color the picture. The picture can be from content-area material.

TEKS

- die-cut letters from different textures and colors that can be used in spelling exercises
- bingo game using questions to reinforce subject-matter area
- small items for counting and grouping for math

MOVIES ABOUT TEACHERS AND STUDENTS

1B, 1D, 3A, 3D, 4A, 4C, 7A, 7D, 9A, 10B, 10C

Have students generate a listing and critique of videotaped movies about teachers and students. This could be done as a class project throughout the course or as individual projects. As students locate and view the videos, have them write a brief synopsis of each movie and state what they learned from the movie about the teaching profession. As the listing expands, it can be developed into a list for future students, posted on a teacher preparation Web site, or used as a source of video clips for classroom illustration of teacher prep concepts. Examples of movies recommended by teachers include the following:

- The Blackboard Jungle
- Conrack
- Dead Poet's Society
- Good Morning, Miss Dove
- Hoosiers
- Little Man Tate
- The Miracle Worker
- Mr. Holland's Opus
- Music of the Heart
- October Sky
- To Sir with Love
- Up the Down Staircase

TEACHER PREP PROMOTIONAL PROJECTS

1E, 4A, 4B, 9A, 9C, 9D, 10C

Have students plan and implement a project to promote the teacher preparation program through activities such as the following:

- Develop a Web site for the teacher prep program. Components might include description of benefits, knowledge and skills developed, photographs, examples of success stories, career opportunities, and links to other teacher preparation resources.
- Prepare a visual display or PowerPoint presentation that can be used to present programs to business and leadership organizations in the community. Create a "Teacher Prep Speaker's Bureau" for such presentations.
- Develop a flyer to promote the teacher prep program, using desktop publishing software. Plan a promotional campaign for distributing the flyers.
- Write a monthly article for the local or school newspaper highlighting an accomplishment of the teacher prep program. Make items newsworthy by focusing on human interest angles or linking to current news events.

TEKS

1E, 4A, 4B, 4D, 10C, 1A, 1B, 1D

PLANNING FOR A CAREER IN EDUCATION

Have students participate throughout the course in several activities for exploring and developing a career plan in preparation for a career in education. Examples include the following (some of which are mentioned in Strategy 11D2):

- Have students take a practice TASP test. If scores are not high enough to meet the minimum criteria for entrance into teacher preparation programs, lead them to make and implement plans to improve scores.
- Have students explore the College for Texans Web site (*www.collegefortexans.com*) to investigate topics related to preparing for college, applying for college, paying for college, and career planning. Have students report findings and follow-up relevant leads.
- Have students investigate incentives available to students who plan to pursue education careers. Pages 48-49 of the *Teacher Prep Texas Coordinator Guide* provides information on student incentives. Teaching Aid 143, ***Education Careers: Student Incentives***, provides a recap of this information. An excellent gateway to additional information is the Educator Preparation Web site sponsored by the Texas Higher Education Coordinating Board (*www.thecb.state.tx.us/Partnerships/teachprep.htm*).

Integration of FCCLA

TEKS

COMMUNITY SERVICE AWARD; READY, SET, READ!; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD

Children's Book Week

The second week of November is Children's Book Week. Instruct students to take sections from the Ready, Set, Read! curriculum and select portions of the tips for working with an emerging reader. The tips are structured to promote parents reading to their students. Information could be prepared using a computer and reproduced in the form of a flyer, a bookmark, or a leaflet. This information could be distributed to parents after school when parents come to collect their students or at a school function for parents. Alternative: Public or school libraries often have Family Reading nights. Have Ready, Set, Teach! students volunteer to assist.

3A, 3B, 3D, 4A, 4B, 6A, 6B, 6C, 9A, 9B, 9D, 10B, 10C

COMMUNITY SERVICE AWARD; READY, SET, READ!; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD

Reading Buddies

Research has shown that students progress at a must faster rate with a smaller ratio of teacher to student. Assign students to serve as "reading buddies" for learners in the field-site classroom or other students. Direct the students to either read to the learner or serve as listeners as the learner reads aloud. Students may create bookmarks for the learners on the computer for recording the titles of the books read or to keep an accurate account of the number of pages read.

2A, 2C, 2D, 3A-D, 4A, 4B, 9B, 9C, 10B, 10C

CAREER CONNECTIONS; A BETTER YOU; TAKE THE LEAD

School District Career Awareness and Appreciation

Lead students to brainstorm different careers available in education. Instruct students to research careers in school that might interest them. Have students examine duties and assignments from their career choices.

1E, 4A, 4B, 9D, 10C

Assign students a member of the school district who represents one of the careers listed. Instruct students to give a special acknowledgment to that person, either through a thank-you note or other means. Students may create visual acknowledgments on the computer. For example, a student could thank the school nurse through a card or by having the field-site class create and sign a poster. Suggestions for individuals to acknowledge include the following: counselor, principal, librarian, school board member, office support staff, or custodial staff. As appropriate, have students involve the field-site learners in the appreciation effort. **Note**: the first week in May is National Teacher Appreciation Week.

STOP THE VIOLENCE; COMMUNITY SERVICE AWARD; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD

Child Abuse Prevention

April is Child Abuse Prevention month. Instruct students to become involved in the prevention of child abuse and to be informed about reporting child abuse. Lead students to brainstorm ways they can become involved.

1B, 4A, 4B, 9A, 9B, 9C, 10D

Suggestions for involvement include the following:

- creating child abuse prevention posters
- writing public service announcements using child abuse prevention information
- distributing child abuse prevention ribbons, or computer-generated fliers or bookmarks

Many of the suggested activities could be conducted in the field-site class. An excellent resource for child abuse prevention information is the Children's Defense Fund (*www.childrensdefense.org*). **Note**: Caution and sensitivity are required with this topic, as some participating students will have personal exprience with abuse.

DYNAMIC LEADERSHIP

UIL Volunteer

1B, 2B, 2C, 4A, 4B, 9C, 10C, 11B

The University Interscholastic League is a scholastic competition in which many school districts participate. Direct students to volunteer to serve as timekeepers, preliminary judges, room monitors, or other jobs. The teacher will probably need to make the contact with the UIL director. Also, the teacher may contact the school that is hosting the event and solicit volunteer possibilities for the students. Students may also serve as assistant coaches for UIL teams prior to the event. For example, a student who excels in math or is assigned to a math field-site class could assist in the Number Sense competition; a proficient speller could work with the Spelling team; or a student could be a listener for the Story Teller or Oral Reader team. The field-site schools would be good vehicles for contacting teachers who coach the various UIL teams.

COMMUNITY SERVICE AWARD; READY, SET, READ!; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD

After-School Tutoring Assistant

1B, 2A, 2D, 3A-D, 4A, 4D, 6A-D, 11B

Many schools provide after-school programs for students, either through internal funding or specialized grant programs. After-school programs are designed not only to provide scholastic improvement opportunities for students, but also to provide a safe haven for students who might otherwise be left unattended for several hours after school. This setting provides an excellent training ground for FCCLA students to practice teaching skills learned in the teacher preparation courses. Depending on the funding source, some schools are able to pay after-school assistants.

Through contact with the school district's administrator or after-school program director, arrange for students to assist in the after-school program. Examples of roles that students may assume include the following: a scholastic tutor; physical education facilitator; group leader; or teacher assistant. As appropriate, lesson plans or activities written for use in the field-site classroom may also be used in the after-school program.

Integration of FCCLA

TEKS

COMMUNITY SERVICE AWARD; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD; DYNAMIC LEADERSHIP

Spring/Fall Harvest Carnival/Festival

1B, 4A, 4B, 9A, 9D, 10C, 11D

Depending on the situation at the school district where the students are participating in the field-site experience, many schools provide a fall festival or a spring celebration. Often the funds profited from the festival are used to supplement teachers' supplies, fund special projects, or provide books or other teaching materials. This event provides an excellent opportunity to involve the parents and the community. Parents may assist in collecting donated items for the booth or by assisting in the booth.

FCCLA members could assume various roles in conjunction with a special festival at a field-site school. If the school district is already conducting a fall or spring carnival, students could assist with implementing the activity at their field-site schools. FCCLA students might organize and operate one or more booths within the carnival or special event. For example, students could create and organize the booth's activity including game design, posters, cost of the booth, any special prizes needed, and publicity. Examples of ideas for booths include the following:

- Sand dig in which small items are hidden in a sand box and students are allowed to sift through the sand and keep the items
- Cake or cupcake walk
- Basketball shoot
- Ring toss
- Face painting
- Mystery jar – fill a jar with candy or beans, and allow students to guess the number of items in a jar

On a larger scale, FCCLA members could organize the event in a field-site school if one does not exist.

COMMUNITY SERVICE AWARD; READY, SET, READ!; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD

Safe Halloween Letters

1B, 4A, 4B, 9A, 9D, 10C

Guide students to write and reproduce a letter to distribute to parents providing tips for staying safe during Halloween. With guidance from the field-site teacher, students may conduct the activity in the field-site class, utilizing the learners to help in preparing the safety list for trick-or-treaters. If possible, direct students to Internet sites that provide safety information during the Halloween season. Help students arrange to distribute the safety letter to parents by either sending home with the learners or distributing at a parent function.

TEKS

Integration of FCCLA

COMMUNITY SERVICE AWARD; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD

Assistance to Others

1B, 2B, 4A, 4B, 9B, 9D, 11B

Direct students to organize learners in a field-site classroom (or their home school) to collect items for the needy. Collected items may be given to a community nonprofit organization that distributes items to needy families. This activity provides an excellent opportunity for parental involvement. Encourage parents to take an active role in the collection and distribution process.

Ideas for collection activities include the following:
- Canned goods for a Thanksgiving basket for a needy family or for a local food bank
- Usable, slightly worn clothing for the needy
- Laundry supplies for the Ronald McDonald House or other recipient
- Personal hygiene items, such as toothbrush and toothpaste, for a homeless shelter

COMMUNITY SERVICE AWARD; READY, SET, READ!; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD

Visual Production for Subject Matter Reinforcement

1B, 2A, 2B, 4A, 4D, 5B, 5D, 5E, 6A-D, 10C

Divide the class into small groups. Instruct groups to create a visual production, such as a puppet show, a play, or other enactment, to reinforce a concept taught in the subject area of a selected field-site classroom. Instruct groups to have clearly defined objectives and to make sure the information presented is accurate.

After the production has been perfected and reviewed by the field-site teacher, direct groups to present the production to the field-site classroom or to an after-school program. Assign each group to describe in writing the details and objectives of the production. Compile the ideas into a set for each student to place in the Teaching Resource Portfolio.

STAR EVENT: INTERPERSONAL COMMUNICATIONS

American Sign Language

2D, 3C, 3D, 4A, 4C, 4D, 6B

Have a student who knows American Sign Language teach the class to sign the alphabet, Pledge of Allegiance, school song, or other selection. Encourage the student to expand the activity to compete in the Interpersonal Communications STAR Event.

CREATIVE IDEAS

NOTE TO THE TEACHER

Developers of the series of curriculum guides for implementing Texas Essential Knowledge and Skills for Family and Consumer Sciences Education faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of family and consumer sciences provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple TEKS through hands-on, project-based, and/or problem-solving activities.
- Integration of FCCLA activities as appropriate throughout the instructional strategies and blended activities promotes student learning through relevance and application.

We strongly encourage you to do the following:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Curriculum Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

This section provides only a small sampling of creative ideas for teaching techniques!

Creative Ideas

GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing the class into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  Variation – write the numbers on cards, and have students draw.
- Geography.
  - For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  - Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  - For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  - Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint - if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby or find students with whom they have not recently worked.

GROUP ACTIVITY/TEAMWORK (Continued)

Suggestions for Effective Group Activities:
The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability:
When participating in engaging, active learning experiences, it is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them upfront to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

Creative Ideas

RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten, and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/ panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.
  Alternative: Have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

Creative Ideas

ORGANIZING AND PRESENTING INFORMATION: VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured - communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills.

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aids 145a-b, ***Brochure Assessment***, provide a tool for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of Independent Study in Home Economics Education, available from The Curriculum Center for Family and Consumer Sciences. An example of a web diagram is shown in Teaching Aid 78, ***Web Diagram***. Two additional examples of graphic organizers include Teaching Aid 106, ***Venn Diagram***, and Teaching Aid 134, ***T-Chart Template***.

Creative Ideas

CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills.

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topics that are most relevant to them. The writing experience also develops communication skills and provides TAKS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

Creative Ideas

LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork.

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide the class into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s) for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

DEBATE

When to use: When there are two sides to an issue - pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills.

Clarification and suggestions related to classroom debates are provided in Teaching Aid 130, ***Guidelines for a Classroom Debate***.

Creative Ideas

BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communication skills.

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead groups to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)

GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills.

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 146, ***"Jeopardy" Game Instructions***. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

Creative Ideas

INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills.

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 129, ***Internet Terminology***.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 147, ***Netiquette***. A video that focuses on Internet use and safety is *Online Safety*, available from The Curriculum Center for Family and Consumer Sciences.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to. Have students use Teaching Aid 148, ***Web Site Evaluation***, to record the information.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. Refer to the list of search engines for Internet Activities located in the Program Tools section of this Curriculum Guide. When students conduct Web searches, remind them to do the following:
  - note what key words were used, most especially those that worked to locate information
  - take notes about the topic they are researching, and print out information as appropriate (Have students be sure to note on any print-outs the Web address of the source. This is important for bibliographic reference and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!
- Internet Scavenger Hunts are designed to help develop skills used in searching and resourcing the Internet using a planned project. An example of an Internet Scavenger Hunt is located in the Blended Activities section of this Curriculum Guide.
- A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis, and evaluation. The WebQuest page at San Diego State University provides templates, instructions, and examples (*webquest.sdsu.edu/webquest.html*).

INTERNET ACTIVITIES (Continued)

- The electronic portfolio is a vehicle for collecting and presenting evidence of growth and achievement over time. Students enrolled in Ready, Set, Teach! are encouraged to select examples of their work that exhibit the student's efforts, progress, and achievements. Teaching Aid 149, ***Differentiating the Levels of Electronic Portfolio Implementation***, provides examples of programs that may be used for electronic portfolio development.

  What to include:
  Title Card – Student name, year, teacher name. This card might include a picture or video of the student.
  Table of Contents Card – This card shows the viewer the contents of the portfolio. Buttons can be added to the card to link the viewer to the desired information.
  Information Cards – Ideas include the following:
  - resumé
  - personal philosophy of education; this can be written or recorded
  - photo of student in professional dress
  - sample of handwriting (scanned)
  - evidence of positive interpersonal skills including teamwork and leadership presented through photos; film clips; letter of reference from program directors, instructors, and coaches
  - learning journals
  - computer projects (these can be linked directly)
  - class projects demonstrating various areas of learning related to education careers

  Letter to Viewer – The student can write a letter to the viewers, thanking them for looking at the portfolio and pointing out the portfolio's highlights.
  Viewer Response Card – After looking at the portfolio, the teacher and other viewers can write comments to the student.

Resource: *Electronic Portfolios* by Tammy Worcester available at *www.essdack.org/port/index.html*

Creative Ideas

LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem solving; organizational.

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.
Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point - good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

NOTES

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RESOURCES

AGENCIES AND ORGANIZATIONS

American Association for Employment in Education
3040 Riverside Drive
Columbus OH, 43221
(614) 485-1111
www.aaee.org

American Association of Family and Consumer Sciences (AAFCS)
1555 King Street
Alexandria, VA 22314-2738
(800) 424-8080
www.aafcs.org

Association for Childhood Education International (ACEI)
17904 Georgia Avenue, Suite 215
Olney, MD 20832
(301) 570-2111
www.acei.org

The Curriculum Center for Family and Consumer Sciences
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/ccfcs

Family, Career, and Community Leaders of America, Inc.
1910 Association Drive
Reston, VA 22091-1584
(800) 234-4425
www.fcclainc.org

Family, Career, and Community Leaders of America, Inc.
Texas State Association
8140 Burnet Road
Austin, TX 78766
(512) 459-3269

Focus on Exceptional Children
Love Publishing
P.O. Box 22353
Denver, CO 80222
(303) 221-7333

National Association for the Education of Young Children (NAEYC)
1509 16th Street, NW
Washington, DC 20036
(800) 424-2460
www.naeyc.org

Texas Association for the Education of Young Children
818 E. 53rd Street
Austin, TX 78751
(512) 471-2392

Texas Department of Human Services
701 W. 51st Street
Austin, TX 78751
www.dhs.state.tx.us

Texas Department of Protective and Regulatory Services
P.O. Box 149030
Austin, TX 78714-9030
www.tdprs.state.tx.us

Texas Education Agency
1701 N. Congress
Austin, TX 78701
(512) 463-9454
www.tea.state.tx.us

BOOKS AND PUBLICATIONS

American Association for Employment in Education, Inc., 2002, 2003. *Job Search Handbook for Educators.*

Chamberlain, V. and Cummings, M., 2003. *Creative Instructional Methods.* New York, NY: Glencoe/McGraw Hill.

The Curriculum Center for Family and Consumer Sciences.

- *Essentials for Home Economics Education: The Cornerstone* (1999)
  - Learning Styles and Learning Success–What Every Educator Should Know
  - Managing Multiple Roles
  - Teaching All Students in Home Economics Education: A Focus on Students with Special Needs
- *Reaching to Teach* (2002). Boston, MA: Pearson Custom Publishing. Custom edition compiled from the following books: *Becoming a Teacher, FlexChoice Version,* F. Parkay and B. Stanford
  A Handbook for Beginning Teachers, R. MacDonald and S. Healy
  Your First Year of Teaching and Beyond, E. Kronowitz
  The Developing Child, H. Bee
  Becoming a Teacher, 5th Ed., F. Parkay and B. Stanford
- *Ready, Set, Read! Coordinator Guide* (1999)
- *Teacher Prep Texas Coordinator Guide* (2002)

Edmunds, N. and Smith, C., 2001. *Learning to Teach: A Quick-Start Guide for Career and Technical Education Teachers* (Revised Ed.). Alexandria, VA: Association for Career and Technical Education.

Family, Career and Community Leaders of America (FCCLA):
- *Power of One* (1999)
- *FCCLA Career Connection Handbook* (1998)
- *Leaders at Work* (1999)

Henry, C. and Nath, J., 2001. *Becoming a Teacher in Texas: A Course of Study for the Professional Development ExCET.* Belmont, CA: Wadsworth/Thomson Learning.

Hershman, D. and McDonald, E., 2000. *Survival Kit for New Secondary Teachers.* Plano, TX: Inspiring Teachers Publishing Group.

Hershman, D. and McDonald, E., 2000. *Survival Kit for New Teachers: A User-Friendly Handbook.* Plano, TX: Inspiring Teachers Publishing Group.

Region One Education Service Center, 1999. Edinburg, TX.
- *B.E.S.T.T. Bridging the Educational Scene for Teachers of Tomorrow Curriculum Guide*
- *B.E.S.T.T. Bridging the Educational Scene for Teachers of Tomorrow Implementation Guide*

School District and Campus Handbooks

School District's Student Code of Conduct Manual

Wong, H. and Wong, R, 1998. *The First Days of School.* Mountain View, CA: Harry K. Wong Publ, Inc.

VIDEOTAPES

Videotapes available from The Curriculum Center for Family and Consumer Sciences include:
- *Adolescence: Cognitive & Moral Development*
- *Adolescence: Current Issues I*
- *Adolescence: Current Issues II*
- *Adolescence: Physical Growth & Development*
- *Adolescence: Social & Emotional Development*
- *Body Language: An Introduction to Nonverbal Communication*
- *Guidance and Discipline: Coping with Challenging Behavior*
- *Guidance and Discipline: Teacher/Child Interaction*
- *Guidance and Discipline: The Teacher's View*
- *Middle Childhood: Cognitive & Language Development*
- *Middle Childhood: Physical Growth & Development*
- *Middle Childhood: Social & Emotional Development*
- *Practical Applications of Brain-Based Learning*
- *Theories of Development*
- *Understanding Learning Disabilities*
- *Why Can't Michael Pay Attention? Understanding ADHD*

Note: Additional videotapes are available addressing prekindergarten and kindergarten learners. See The Curriculum Center's *2003-2004 Catalog* for descriptions.

WEB SITES

ACT, Inc.
www.act.org

AOL@School
school.aol.com

The Association of Teachers' Websites
www.byteachers.org.uk

Becoming a Teacher FlexChoice Web Site
www.pearsoncustom.com/tturtt

Bridging the Educational Scene for Teachers of Tomorrow (BESTT)
www.esc1.net/ttrra/bestt.html

Center for Educator Development in Fine Arts
finearts.esc20.net/art/art_assessment/art_as_perform.html

Children's Books
www.Childrensbooks.about.com

Community Learning Network
www.cln.org

The Cooperative Learning Center at the University of Minnesota
www.co-operation.org/pages/conflict.html

Derek Bok Center for Teaching and Learning, Harvard University
bokcenter.harvard.edu/docs/hotmoments.html

Discovery School.Com
www.school.discovery.com

Drug Abuse Resistance Education (D.A.R.E.)
www.dare.com

Educational Technology Coordinating Council
www.etcc.state.tx.us

Educator Preparation (sponsored by the Texas Higher Education Coordinating Board)
www.thecb.state.tx.us/Partnerships/teachprep.htm

ERIC Clearinghouse on Teaching and Teacher Education, Washington, D.C.
www.eric.ed.gov

Family, Career and Community Leaders of America
www.fcclainc.org

Funderstanding
www.funderstanding.com/assessment.cfm
www.funderstanding.com/theories.cfm

Games Kids Play
www.gameskidsplay.net

History Channel.com
www.historychannel.com

Kidsource
www.kidsource.com

LD OnLine
www.ldonline.org

Let's Talk Science
www.letstalkscience.uwo.ca

The Master Teacher, You Can Handle Them All Web Site
www.disciplinehelp.com

Middle School.Net
www.middleschool.net

National Center for Education Statistics
nces.ed.gov

National Committee to Prevent Child Abuse
www.childabuse.org

National Education Association, Works4Me Tips Library
www.nea.org/tips/library.html

National Parent Information Network
www.npin.org

National Teacher Recruitment Clearinghouse
www.recruitingteachers.org/

Ohio State University Extension (Ohioline)
ohioline.osu.edu

Parents as Teachers National Center
www.patnc.org

PlasmaLink Web Services
glossary.plasmalink.com/glossary.html

RAND Texas
tx.rand.org/stats/health/childabuse.defs.html

Ready, Set, Read!
www.tea.state.tx.us/Cate/fcs/readyset.html

Reading A-Z.com
www.readinga-z.com

San Diego State University WebQuest Site
webquest.sdsu.edu

Scholastic
www.scholastic.com

School Express.Com
www.freeworksheets.com

Science TEKS Toolkit
www.tenet.edu/gamma/teks/science/assessment/index.html

Sites for Teachers
www.sitesforteachers.com

Social Studies Center
socialstudies.tea.state.tx.us

State Board for Educator Certification
www.sbec.state.tx.us

The Technology Applications Center for Educator Development
www.tcet.unt.edu/START

Texas Association of Future Educators
www.tafeonline.org

Texas Business & Education Coalition
www.tbec.org

Texas Center for Bilingual/ESL Education
www.tcbee.org

Texas Cooperative Extension Service (Family Life Resources, Child Care Resources: Ages and Stages Series. Also links to Web resources.)
fcs.tamu.edu

Texas Department of Protective and Regulatory Services
- *www.tdprs.state.tx.us* (see Child Protective Services)
- *www.itsuptoyou.org*

Texas Education Agency
www.tea.state.tx.us (referenced links from this URL include the following)
- Assessment/Testing, Texas Assessment of Knowledge and Skills (TAKS)
- Curriculum & Educational Programs, Educational Technology
- Curriculum & Educational Programs, Professional Development Appraisal System
- Teacher Resources, Teacher Tool Bag, Educational Resources, Classroom Strategies
- Teacher Resources, Teacher Tool Bag, Curriculum Resources, Technology Applications
- Teacher Resources, Teacher Tool Bag, Professional Development

Texas Education Agency: 19 TAC Chapter 74 Handbook, Texas Curriculum Requirements
www.tea.state.tx.us/teks/handbook/index.html

Texas Teach
texasteach.tamu.edu

University of Northern Iowa
www.uni.edu/coe/inclusion

USA TODAY
www.usatoday.com/educate/home.htm

U.S. Department of Education
www.ed.gov

www4teachers
www.4teachers.org/home/index.shtml

Yahooligans!
www.yahooligans.com

Subject Area Web Resources

NOTE TO THE TEACHER

Center staff have searched for sites that support acquisition of essential knowledge and skills related to providing effective learning opportunities for students in various subject areas. These are included as examples for the teacher. Specific instructions are provided for locating resource information within each Web site.

These Web sites were current at press time, but it is inevitable that some will move or be discontinued. It is possible to type the name of the subject area and resource information, such as *social studies resources for teachers* or *math resources for teachers,* into the search engine of your choice. Typing this information would produce other available current Web resources.

Referenced sites have been checked for appropriateness of content. However, content is subject to change. As always, teachers should use caution and oversight in assuring appropriateness of all Web sites accessible to students.

General Sites (provide resources in various subject areas)

www.tea.state.tx.us
Choose *Teacher Resources* and then *Teacher Toolbag* for access to a rich variety of educational resources, curriculum resources, and lesson plans in various content areas.

www.byteachers.org.uk/
Choose *Members sites* and follow directions by age of student and subject area or choose *The Teachers' Virtual School* and choose from a variety of aids.

www.cln.org/
Click on *subject areas* and choose a subject area.

www.freeworksheets.com/
Choose subject area of interest; also creates awards/certificates.

www.highschoolhub.org/
Under *Subject Guides* choose a subject area.

school.aol.com
Under *For Students* click on *Subject Resources*
Under *For Educators* click on
1. *Lesson Plans* and then *Browse by Subject*
2. *Classroom Tools* several possibilities, such as *Gradebooks, Flashcards,* or *Lesson Plan Builders*

www.kn.pacbell.com/
Click on *search* and select subject area.

www.middleschool.net/
Click on *curriculum resources* and select subject area.

www.riverdeep.net/

Choose the subject area listed at the top or explore other areas for teachers.

www.scholastic.com (for grades PreK – 8)

Click on *Teachers Go Now* then choose grade level and then subject area.

www.school.discovery.com/

Click on *for Teachers* and select subject area.

www.sitesforteachers.com/

Under *Sharp Links* find multiple links to Web sites and resources for teachers.

Language Arts and Reading

www.georgesuttle.com/

Click on *Presentations* and then the article, "*Reading and Language Arts Resources on the Web*". For an annotated directory of reading and language arts sites on the Web, click on *complete, one-page version* OR after *Presentations* click on *Lesson Plans* or *Teaching Resources.*

www.readinga-z.com/

Books with accompanying lesson plans and worksheets

Math

www.mathforum.org/

Click on Math Resources by Subject and select grade level then math area

OR click on Teachers' Place and select by grade level or interest

www.mathsnet.net/ - choose a math specialization

www.tenet.edu/teks/math/

Science

www.biologycorner.com

Click on *Lesson Plans* or *Internet Lessons.*

www.letstalkscience.uwo.ca/

Click on *Resources for Educators.*

www.texassciencecenter.org

www.tenet.edu/teks/science/

Social Studies

www.historychannel.com
Click on the specific topic desired.

www.Gheos.com/atlas/
(an atlas source for exploring the world, plus world events)

socialstudies.tea.state.tx.us
Click on *educator resources*.

TA 1

Successful Teachers Need...

⇨ Knowledge of Self and Students

⇨ Knowledge of Subject

⇨ Knowledge of Educational Theory and Research

TA 2

Examples of Roles

Directions: Individuals play many roles in their lives. Look at the sample roles listed below.

Son/daughter
Friend
Athletic team member
Volunteer
Brother/sister
Niece/nephew
Neighbor
Caregiver (sibling/elder family member)
Student
Employee
Husband/wife
Boyfriend/girlfriend
Club/organization member
Granddaughter/grandson
Cook
Citizen
Other:

1. Which role(s) might be considered the most important?

2. Which roles will probably be retained throughout life?

3. How might roles change for a person in the future?

4. Is it ever difficult for one to choose which role to handle at a given time? If so, how difficult is it? Why?

Sample Stress Management Techniques

- Learn to manage time wisely in order to be productive.
- Discover more efficient methods of doing things.
- Set goals and prioritize tasks.
- Avoid overload; concentrate on one task at a time.
- Ask for help; delegate responsibilities to others when appropriate.
- Schedule rest, relaxation, and leisure activities for every day.
- Eat nutritious meals and get plenty of sleep.

- Exercise regularly.
- Schedule time for yourself (i.e., read a good book).
- Plan activities with friends and family just for the fun of it.
- Take the focus off your own problems by doing things for others (who may face challenges worse than yours).

SAMPLE STRESS MANAGEMENT CONSIDERATIONS

Relationships and Communication with Others

I have people in my life with whom I can talk when I have a problem. There are people in my life who can rely on me for emotional support. When I express my views and feelings, others listen to what I have to say. I can listen to views which are different from mine without becoming upset. I can listen to criticism without becoming defensive. I enjoy spending time with family and friends.

School/Work

I know what is expected of me at school/work, and I have the skills to accomplish the job. I feel like I have enough time to do my job. I feel as though my opinions are valued as school/work. My school/work is interesting, so most of the time I am absorbing my school/work. My teacher/supervisor is organized, competent, and fair. School/work demands and personal life are usually not in conflict. I have time for both. I practice time management techniques.

Nutrition

I eat breakfast regularly. I rarely skip meals. I limit coffee, tea, and caffeinated beverages to no more than two per day. I eat balanced meals and include fresh fruit, vegetables, whole grains, dairy, and protein products. I rarely eat more than one sugary snack a day. I know what I need in my diet to be optimally healthy.

Relaxation

I practice a relaxation exercise once each day (stretching, going for walks, etc.). My time is under control. I usually accomplish what I set out to do in a given day. Crisis, interruptions, or the needs of others don't usually keep me from taking time for myself every day. I vary my pace; I don't always need to eat, talk, or move rapidly. When things get too hectic, I have several ways of coping. I usually don't spend my leisure time feeling bored, restless, or guilty. My leisure time is important. I find time for vigorous exercise at least three times per week.

Guidelines for Successful Teaching

1. Make learning interesting, relevant, and enjoyable.

2. Speak out positively about the profession. Be honest about the concerns and praise the success.

3. Look for the rewards in teaching on a daily basis. Give yourself a pat on the back for even the smallest of victories.

4. Maintain a professional relationship with students.

5. Care about the students. Appreciate their company. Advocate for their well-being.

6. Stay clear of the watering holes frequented by the "old buffaloes" and the "naysayers."

7. Don't be afraid to fail. Be willing to constantly try new things and learn from mistakes.

8. Have a life outside of teaching. Play as hard as you work. Gather family and friends around you for support.

9. Find a mentor and confidant who is trustworthy.

10. Persevere and don't give up. In education, there are always second chances.

TA 6a

Positive Characteristics for a Classroom Teacher

- ✓ Accuracy
- ✓ Alertness
- ✓ Courtesy
- ✓ Empathy
- ✓ Flexibility
- ✓ Friendliness
- ✓ Honesty
- ✓ Initiative
- ✓ Kindness
- ✓ Loyalty
- ✓ Patience
- ✓ Responsibility
- ✓ Stability
- ✓ Tactfulness
- ✓ Tolerance

Positive Characteristics for a Classroom Teacher, cont'd.

Accuracy	the ability to be careful and consistently avoid mistakes
Alertness	the ability to understand instruction and meet changing conditions
Courtesy	the ability to be polite and considerate and to cooperate with others
Empathy	the ability to be aware of and understand another's feelings
Flexibility	the ability to adjust to meet new needs or changing situations
Friendliness	the ability to display a warm and outgoing attitude toward others
Honesty	the ability to show fairness and straightforwardness in conduct
Initiative	the ability to be a self-starter rather than waiting to be told what to do
Kindness	the ability to give respect and consideration to others
Loyalty	the ability to display faith and confidence in another person
Patience	the ability to bear provocation, annoyance, misfortune, and disagreement without complaining, loss of temper, or irritation
Responsibility	the ability to accept obligations, answer for one's conduct and actions, and deserve the trust or confidence of others
Stability	the ability to understand pressure and remain calm during crises
Tactfulness	the ability to do and say the right thing at the right time
Tolerance	the ability to have a fair and objective attitude toward individuals whose opinions, practices, race, religion, or nationality differ from one's own

POSITIVE CHARACTERISTICS = POSITIVE EFFECTS

Directions: In the column on the left, list five of the positive characteristics discussed in class. In the next two columns, explain how each trait affects the teacher and job effectiveness.

Characteristic	Effect on the Student	Effect on Classroom Learning

Characteristics of Effective Team Members

- Cooperates
- Participates
- Listens
- Encourages other team members
- Resolves conflict without anger
- Communicates ideas well
- Shares ideas and materials
- Enthusiastic
- Punctual
- Dependable

Interpersonal Relationship Skills

Directions: Interview two teachers in the school to gather information about positive interpersonal relationship skills needed for teaching success.

What are important skills needed to develop successful personal and professional relationships?

#1	#2

Which relationship skills encourage others to feel comfortable and at ease?

#1	#2

How do healthy, positive professional relationships with other teachers assist in preparation for classwork?

#1	#2

Conclusions

Summarize three ways that positive relationship skills assist in preparation for a career in education.

1.

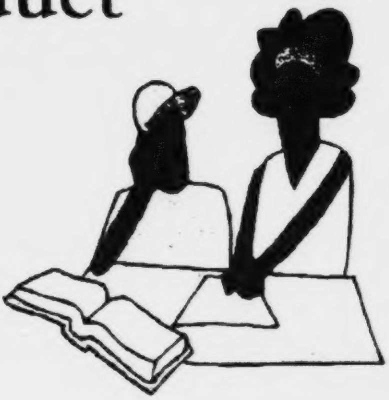
2.

3.

Tips for Building a Successful Relationship with Administrators

1. Develop a business/professional relationship with an administrator, not a "buddy" relationship.
2. Maintain open and honest communication.
3. Strive to maintain a positive attitude toward work.
4. Refuse to let a small disagreement turn into a major issue.
5. Admit mistakes and make corrections expediently.
6. Expect some challenging days at work.
7. Select the right time to approach an administrator with problems or special requests.
8. Never go over an administrator's head without talking to him or her first.
9. Do not discuss an administrator or employer in a negative way with others.
10. Maintain ethical standards at all times.

Teacher Characteristic: Ethical Conduct



- Honesty
- Responsibility
- Fairness
- Respect for individual differences
- Compliance with the spirit and intent, as well as the letter of the law

"QUOTES" from the American Association of the School Administrators Code of Ethics:

"An ethical leader demonstrates concern for the welfare of students by placing it as the chief value that influences all decision making.

Supporting and protecting every individual's civil and human rights is a key element of an ethical leader's behavior.

An ethical school leader abides by and carries out the laws set forth on a local, state, and national level."

Grooming and Personal Appearance

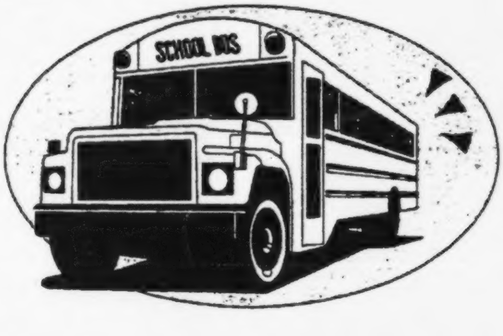
▲ The following guidelines are beneficial in the development of a positive and pleasing appearance:

- Choose sensible clothing that is appropriate for the classroom situation.
- Select clothing that fits properly.
- Have hair cut or trimmed on a regular basis in an appropriate style.
- If female, apply moderate amounts of makeup to a clean face.
- If male, shave or neatly trim beard or mustache.
- Keep hands clean and nails well manicured.

- Take a bath or shower daily, and use a reliable deodorant.
- Wash hair as needed to maintain cleanliness, and style hair daily.
- Maintain proper posture when sitting, standing, and walking.
- Keep clothing clean, neat, and pressed (if needed).
- Make needed repairs to clothing on a regular basis.
- Select sensible shoes that are clean and in good repair.
- Make a habit of smiling.

Attributes of Effective Schools

- Clear and focused mission
- Strong instructional leadership
- Well-balanced and appropriate curriculum
- Climate of high expectations for student success
- Exemplary student performance on standardized tests
- Effective dropout prevention efforts
- Positive home-school relations
- Safe and disciplined environment
- Effective use of current technology



Strategies for Making Schools More Effective

Research since the early 1990s has focused on school restructuring that changes the way schools are grouped, uses of classroom time and space, instructional methods, and decision making. A synthesis of research (Newmann and Wehlage 1995) conducted between 1990 and 1995 on restructuring schools identified four characteristics of successful schools:

√ ***Focus on student learning***–Planning, implementation, and evaluation focus on enhancing the intellectual quality of student learning. All students are expected to achieve academic excellence.

√ ***Emphasis on authentic pedagogy***–Students are required to think, to develop in-depth understanding, and to apply academics to important, realistic problems. Students might, for example, conduct a survey on an issue of local concern, analyze the results, and then present their findings at a town council meeting.

√ ***Greater school organizational capacity***–The ability of the school to strive for continuous improvement through professional collaboration is enhanced. For example, teachers exchange ideas to improve their teaching; they seek feedback from students, parents, and community members; and they attend conferences and workshops to acquire new material and strategies.

√ ***Greater external support***–The school receives critical financial, technical, and political support from outside sources.

Areas of Established Policy in Effective Schools

- ✓ Admission
- ✓ Alcohol, Drug Policy
- ✓ Asbestos
- ✓ Attendance
- ✓ Cafeteria
- ✓ Cheating, Plagiarism, Academic Dishonesty
- ✓ Code of Conduct
- ✓ Communicable Diseases
- ✓ Complaints by Students/ Parents
- ✓ Computer Resources
- ✓ Conferences
- ✓ Counseling Services
- ✓ Distribution of Materials
- ✓ Dress Code
- ✓ Drills
- ✓ Emergency Medical Treatment
- ✓ Fees, Materials, and Textbooks
- ✓ Governmental Authorities
- ✓ Harassment
- ✓ Hazing
- ✓ Immunizations
- ✓ Insurance
- ✓ Laser Pointers
- ✓ Library
- ✓ Lockers
- ✓ Medicine at School
- ✓ Parties and Social Events
- ✓ Release of Students from School
- ✓ Report Cards
- ✓ Reteaching/Retesting
- ✓ School Buses or Other School Vehicles
- ✓ School Safety
- ✓ Sexual Harassment/Sexual Abuse
- ✓ Special Programs
- ✓ Student Records
- ✓ Testing
- ✓ Tobacco Use
- ✓ Truancy
- ✓ UIL, Extra-Curricular/ Co-Curricular 3 Activities
- ✓ Visitors to the Building
- ✓ Weapons
- ✓ Weather Information
- ✓ Withdrawal from School

PLANNING FOR A CAREER IN EDUCATION

☐ Select courses in high school that will provide preparation, and possible articulated credit, for college courses in a teacher certification program.

☐ Acquire knowledge and skills that are foundational to education careers.

☐ Participate in various educational experiences to explore personal interests and abilities in specific careers in education (i.e., specific subjects, grade levels).

☐ Compile job search resources, with information about where and how to find a teaching job.

☐ Compile a Professional Portfolio, with items, such as a resumé, letters of recommendation, and samples and documentation of educational experiences, leadership activities, and honors.

☐ Learn about certification requirements for the chosen subject and grade level.

☐ Begin to investigate colleges and admission requirements for continuing education toward becoming an education professional; take steps toward application.

☐ Investigate resources available to help pay for a teacher training program; take steps toward qualification/application.

Required Curriculum

§74.1. Essential Knowledge and Skills.

(a) A school district that offers kindergarten through Grade 12 must offer the following as a required curriculum:

(1) a foundation curriculum that includes:

(A) English language arts;

(B) mathematics;

(C) science; and

(D) social studies, consisting of Texas, United States and world history, government, and geography; and

(2) an enrichment curriculum that includes:

(A) to the extent possible, languages other than English;

(B) health;

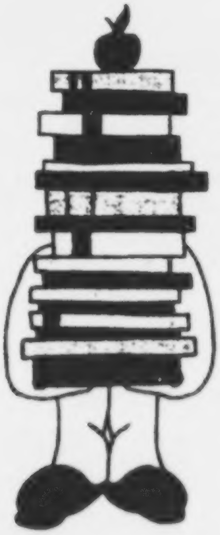
(C) physical education;

(D) fine arts;

(E) economics, with emphasis on the free enterprise system and its benefits;

(F) career and technology education; and

(G) technology applications.



Subject Matter Competency Rating

Considering the courses you have taken, grades made, and natural aptitude, rate your subject matter competence in each of the following curriculum areas. Place a check in the box that best describes your perceived competence. If you have not had any course work in a specific area, leave it blank.

	Very Strong Routinely demonstrate proficiency; make As	Strong Feel fairly confident; typically make Bs	Fair Can get by OK; average Cs	Weak Have trouble with content; Ds or lower
English Language Arts				
Mathematics				
Science				
Social Studies				
Languages other than English List language(s): ________________ ________________				
Health				
Physical Education				
Fine Arts				
Economics				
Career and Technology Education List program area(s): ________________ ________________				
Technology Applications				

TA 19

Demonstrating Subject Matter Competence

Date: ________________ Subject: ____________________________

Grade level of students involved in activity: ___________

Number of students involved in activity: _____________

Description of activity:

____
____
____
____
____
____

Did you feel competent in the subject matter presented? Explain.

____
____
____
____

Did the experience increase your competence in the subject matter? Explain.

____
____
____
____

Comments from the field-site teacher:

____
____
____
____

Relating Topics to Multiple Subject Areas

Focus:
Hazards of drinking alcohol

Family and Consumer Sciences:
Research fetal alcohol syndrome. Discuss effects of drinking on the family.

Language Arts:
Read case studies on the effects of alcohol. Write a paper on the effects of drinking alcohol.

Physical Education:
Discuss how drinking alcohol affects the physical body.

Science:
Research the effects of drinking alcohol on the body's different systems.

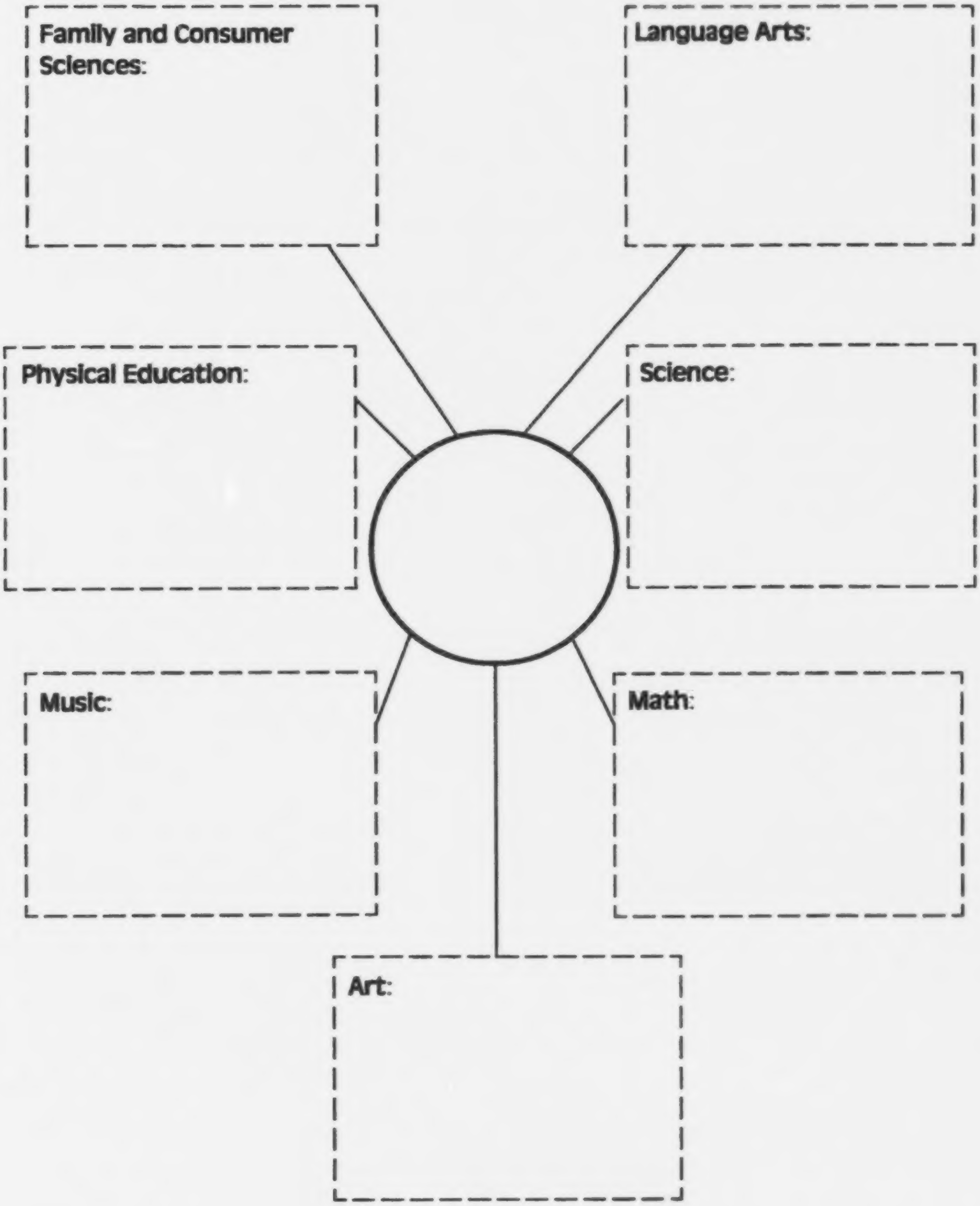
Music:
Compose and sing a "don't drink and drive" rap.

Math:
Gather data;
Conduct surveys;
Prepare flow charts/graphics depicting the effects of drinking alcohol.

Art:
Design posters or visuals on hazards of alcohol use.

TA 20b

Relating Topics to Multiple Subject Areas


Family and Consumer Sciences:
Language Arts:
Physical Education:
Science:
Music:
Math:
Art:

Ready, Set, Read!
An Initiative Supporting Literacy Through Family and Consumer Sciences Education

Why are literacy skills so fundamentally important?

Reading is central to learning, earning, and living - it involves school, the workplace, and everyday life. For many children, learning to read and write during early school experiences is a pleasurable and even a thrilling experience, for themselves, for their parents, and for their teachers. Likely these children have had the benefit of ongoing experiences that promote literacy development beginning as early as infancy. But for children who do not make good progress in these early grades, learning to read is difficult and is associated with both present and future failure. Children who do not learn to read well in the first and second grades are likely to struggle with reading throughout their lives. Families with inadequate literacy skills are prone to have children with literacy difficulties for which the family is in a poor position to help reverse; family literacy inadequacy is also associated with economic strife which again correlates to the poor academic performance of children.

What's all of the talk about "Ready, Set, Read!"?

"Ready, Set, Read!" is an initiative designed for Family and Consumer Sciences Education programs in Texas and adopted initially as a 1999-2000 state project for the Texas Association, Family, Career and Community Leaders of America. The initiative provides a flexible framework for local design and implementation of activities utilizing family and consumer sciences course instructional activities as well as local FCCLA individual and chapter projects to promote literacy. An understanding of the importance and process of literacy development is used as a basis for the involvement of the secondary students in teaching, mentoring, and/or community service activities.

Why does the initiative hold such a positive potential for so many?

"Ready, Set, Read!" is a complement and support for other local reading initiatives. Research shows that achievement gains in reading and other literacy skills can be anticipated not only for the children and families directly involved in "Ready, Set, Read!" activities, but also for the secondary students involved in the initiative. Additionally, future generations of children will benefit from "Ready, Set, Read!" secondary student participants who are more skillful in promoting literacy development for the children that they parent in the future.

Ready, Set, Read! cont'd.

Who is the "Ready, Set, Read!" initiative designed for?

"Ready, Set, Read!" has been designed for use in classroom studies and laboratory experiences in family and consumer sciences classes related to parenting, child development, child care occupational preparation, early childhood education, and family life. Additionally, regardless of the courses in which FCCLA members are currently enrolled, "Ready, Set, Read!" activities can be implemented through individual and chapter projects for the youth organization.

What is necessary to implement "Ready, Set, Read!"?

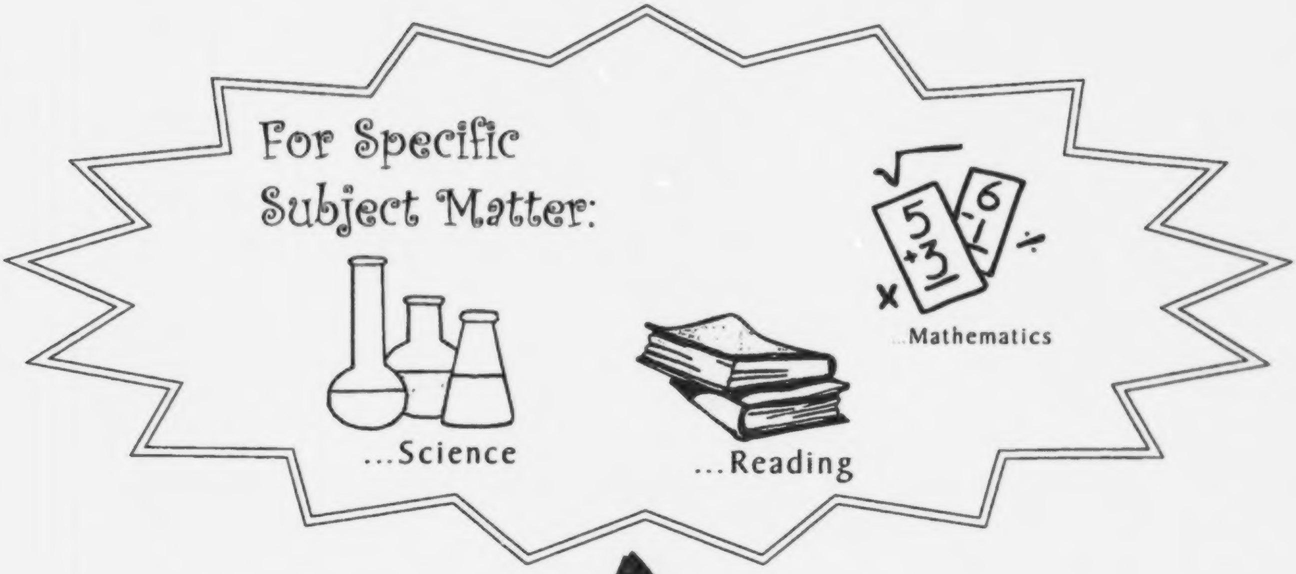
Development and implementation of a local "Ready, Set, Read!" initiative is at the discretion of individual family and consumer sciences teachers. There is great flexibility in the selection of activities and whether they are conducted independently by classes or FCCLA chapters or as coordinated efforts of multiple classes or FCCLA groups. "Ready, Set, Read!" resource materials have been supplied to all Texas family and consumer sciences teachers. The resource materials include information to guide teachers in designing and coordinating the initiative locally. The resources will also be helpful for students to use to gather ideas and information for planning and conducting activities.

What benefits can be expected for "Ready, Set, Read!" program participants?

The "Ready, Set, Read!" initiative potentially will:

- Motivate and prepare high school students (whether currently parents or potentially parents of the future) to, as their child's first teacher, foster a love of reading at home;
- Motivate and equip high school students preparing for careers in child development and early childhood education to ensure a climate and activities supportive of children's language development;
- Mobilize volunteers to give children or older family members extra language development help;
- Promote significant improvement in the language skills of volunteers who participate in literacy development activities;
- Promote significant improvement in the language skills of individuals (children or other family members) involved in the program's language development activities;
- Promote the creation of literacy support programs focusing on the needs of children and/or other family members. Program activities may be based in families, schools, child care centers, churches, libraries, community centers, businesses, etc;
- Encourage and facilitate teachers to utilize best practices and professional development in promoting reading, resulting in gains in student, campus, and professional performance;
- Engage businesses and community groups to support literacy development through employee/member involvement and/or incentives to young readers;
- Position and promote family and consumer sciences programs and Family, Career and Community Leaders of America chapters for public recognition for their unique contributions to individuals, families, and communities;
- Unite communities to form strong partnerships to promote literacy; and
- Promote family literacy.

For further information and resources see: http://www.tea.state.tx.us/Cate/fcs/readyset.html



For Specific
Subject Matter:

...Science
...Reading
...Mathematics

Teaching Skills
Must Be Appropriate...

For Specific
Students:

Subject Area Trends

Subject Area ____

Summary of Subject Area Information

Key Terms or Innovative Information

Suggested Classroom Activities Applicable for Subject Area

Ideas for Integration of Subject Area with Other Subject Areas

TA 24

Principles of Growth and Development

Directions: In the space provided in each box, briefly summarize each of the five principles of growth and development. The last box asks why it is important to understand these principles.

1. Growth and development are gradual and continuous.

2. Growth and development are constant.

3. Growth and development occur at different rates.

4. Growth and development occur in sequence.

5. Growth and development have interrelated parts.

6. Why is it important for teachers to understand the predictable patterns of growth and development?

Modern Developmental Theorists

- Erik Erikson
- Sigmund Freud
- Arnold Gesell
- Robert J. Havighurst
- Jean Piaget
- B.F. Skinner
- Lev Vygotsky

⇒ There may be other theorists that could be included.

Observing Learners at Different Stages of Development

Directions: Describe evidence of development in the appropriate box.

	Physical Development	**Emotional Development**	**Social Development**	**Cognitive Development**
Preschool (3-6)				
Elementary (6-12)				
Adolescence (12-19)				

Physical Development of Preschoolers

3 years–4 years

Runs, jumps, gallops, skips (arms and legs coordinate)
Hops on one foot two or three times
Walks a circular line a short distance
Marches or dances to rhythm
Jumps over a rope with both feet together
Rides and pedals wheeled toys
Bounces a ball
Strings beads
Uses scissors, glue, crayons, and pencils or markers
Recognizes and cuts out various shapes
Can copy a circle (o) and a plus sign (+)
Dresses self except for tying
Works simple puzzles

4 years–5 years

Balances on one foot for about six seconds
Climbs playground equipment
Draws rectangles and squares differently
High-jumps over eight-inch obstacles
Bounces ball three- to four-feet-high
Prefers the right or left hand
Constructs block towers creating complex structures
Draws letters of the alphabet

TA 28

Physical Development: True/False

Directions: Read the following statements about the physical development of school-age children. If the statement is true, circle the letter **T** to the left of the statement. If the statement is false, circle the letter **F**. In the space provided, rewrite each false statement to make it true.

T F 1. Physical changes in the body happen in a particular sequence and are predictable.

T F 2. Cephalocaudal growth dictates that body control be gained from the center of the body outward.

T F 3. The upper part of the child's body matures earlier than the lower part.

T F 4. Children gain control of their small or fine muscles before gaining control of large muscles.

T F 5. Motor skill development involves gaining control over the movement of various parts of the body.

T F 6. Gross muscle control involves use of the whole body in activities, such as eating with a spoon, writing, and running.

T F 7. Fine muscle control allows a child to participate in activities like throwing a ball or putting a puzzle together.

T F 8. Young children need opportunities for vigorous, energetic play.

T F 9. Activities should be planned for young children that best promote the development of muscles and their conditions.

T F 10. In order for a child to develop optimally, other factors must be monitored, such as proper nutrition and adequate rest.

TA 29

Social and Emotional Development of School-age Children and Adolescents

Emotional Development	Social Development

Helping School-age Children and Adolescents Develop

1. Provide opportunities and encouragement for students to develop competence.

2. Promote development of positive self-concept and high self-esteem.

3. Intervene to prevent or address problems that place students at risk.

TA 31

General Traits of School-age Children

Six-Year Olds

* Take pride in beginning "real" school
* Are growing slowly and steadily
* Are beginning to lose baby teeth
* Like to run, jump, skip, hop, and climb
* Prefer friends of the same sex
* Change playmates often
* Like make-believe and pretend play
* Like jokes and rhymes
* May experiment with "name-calling" and "bad" words
* Are quick to complain when others "cheat"

Seven-Year Olds

* Are generally quieter than at age six
* Like to run errands and help others
* Are interested in differences between the sexes and where babies come from
* Are still growing slowly and steadily
* Play in larger groups of children than at age six
* Like to play in secret hideaways out of sight of adults
* Think and talk about feelings
* Are concerned about right and wrong and good and bad

Eight-Year Olds

* Like real conversations with adults
* Will test limits of adults
* Are fearful of failing
* Like games, such as jacks, that use small muscles or games that involve hitting a target
* Like active sports, such as riding a bike and roller skating
* Want real information about the world
* Reflect their feelings that friends are very important

Nine-Year Olds

* Increase their feelings that friends are very important
* Like clubs
* Budget time and work on long projects
* Like crafts, sewing, knitting, working with tools
* Like collections
* Like organized games with clear rules
* Like to read books and look at magazines
* Have fears or worries

Ten-Year Olds

* Are happy and well-organized
* Value privacy
* Like to join clubs and form groups
* Need a "best friend"
* Want to be good in sports; teams are important
* Can plan ahead for field trips and projects
* Can see other points of view

Eleven-Year Olds

* Feel that belonging to a group is very important
* May be concerned about family, economic, or racial differences
* May have temper outbursts as a result of emotional and body changes
* Can be outspoken or rude at times
* Girls begin to mature sexually (on the average, menstruation begins at 11-12 years of age)
* Girls may begin to fall behind in boys in physical strength and endurance

Twelve-Year Olds

* Are beginning a growth spurt
* Physical and sexual changes are beginning for boys
* May begin to show interest in the opposite sex
* Have conflicts of feeling too old for some things and too young for others
* Begin thinking more like adults
* Want more independence; want to choose friends, clothes, TV shows

Strategies that Optimize Growth and Development

Directions : From the traits that were assigned by your teacher, develop strategies that would optimize the growth and development of that trait. List the age, the trait, and the suggested strategies below. You may use examples as guidelines.

Example:

Age	Trait	Strategies
6	likes jokes and rhymes	• read book of jokes and rhymes • memorize and recite jokes and rhymes • practice writing jokes and rhymes
12	wants to choose friends, clothes, TV shows	• explore personality types • comparison shop for an outfit • watch a TV show and evaluate the content

Basic Needs of All Students

Need for Belonging – If a student is absent for a day or two, do call his or her home. Do not ignore a student's absence. When you criticize, criticize the work and not the personality.

Need for Achievement – Reward a student with a feeling of satisfaction in personal accomplishments. Do not reward achievement with material things. Help the student to learn how to accept disappointment. Do not stress the value of winning in every situation.

Need for Freedom from Fear – If a student shows embarrassment and it is creating a negative effect, take some of the blame yourself. Do not threaten a student with failure in order to force compliance.

Need for Love and Affection – Show the student you like her or him. Be hurt if the student is hurt and sympathize with him or her. Do not reject any student. Do not brush off a student's hurt or try to minimize it if the student needs sympathy.

Need for Freedom from Guilt – Let the student know that in our society, so many new rules are made that it is hard for students to know about them. Help the student to minimize unpleasant past behavior and enable the student to make a better choice in the future. Do not give the student the idea that anybody is perfect.

Need for Sharing – Acknowledge the student's contribution to a group effort, no matter how small. Do not ridicule or minimize the student's contribution. Help the student understand that being an effective follower is an important way to share and contribute.

Need for Understanding and Knowledge – Provide an atmosphere in which students may raise questions which bother them. Do not give students the idea that there are some questions which must not be raised in class. Take seriously questions which are called "naive." Do not tell a student that he or she is too young or too stupid to understand a controversial problem.

Need for Economic Security – Be considerate in pressing requests for contributions. Never announce the names of students who did or did not contribute to a fund.

TA 34

“So What?”

Videotape Exercise:

Cognitive Development in Middle Childhood

State in your own words the essence of Piaget's theory of cognitive development.

List characteristics of the concrete operational child.

Give examples of strategies that contribute to cognitive advances in the concrete operational child.

State how other factors impact cognitive development, such as the school, parents, the classroom, and assessment.

Preoperational Stage of Cognitive Development

Preoperational Stage (About two to seven years)

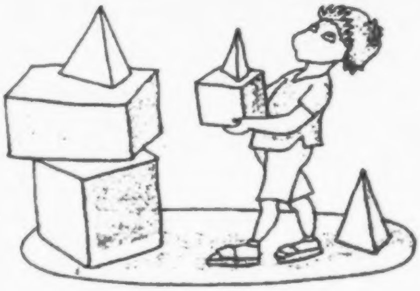
During the ***preoperational stage*** of development, children have limits on their abilities to think in a logical way. The limits have to do with identities, functions, memory, centration, egocentrism, processes, and language. These limits are overcome gradually over a period of several years.

Identities and Functions. During the preschool years, children develop an understanding of identities. ***Identities*** help a child understand that something is the same even though its appearance changes. For example, Rachel is still Rachel, even when she dresses like a ghost for Halloween. In a very general way, preschoolers also come to understand functions. ***Functions*** show the basic relationship between two events. For example, when the switch is flipped, the lights go on.

Neither identities or functions are fully understood at the start of the preoperational period. Young children must mature and experience identities and functions before they fully understand them. Until then, young children may be fearful of familiar things which look different. They may think that two events are related when they really are not.

Memory. During the preoperational period, the child's ability to remember is not perfect, but it is improving. Most children in this stage do not use any strategies for helping their memory. They may not be able to remember today the rules they knew yesterday.

Centration. Centration is another limit on the ability of young children to think. ***Centration*** means that a child is not able to focus on more than one part of a situation at a time. For example, young children can group blocks according to size, shape, or color. However, they cannot classify in all three ways at the same time. Miguel may be able to group all of the square, blue blocks and all of the square, red blocks according to color. He may not be able to understand that all of the square blocks are the same shape if they are different colors.



Egocentrism. Egocentrism is related to centration. ***Egocentrism*** means that a child is not able to focus on any other viewpoint except his or hers. Egocentrism causes children to think about the world in relation only to themselves and their activities in it. This does not mean that they are selfish. It simply means that they do not understand that some happenings have nothing to do with them. It also means that they have trouble thinking about how someone else would see things. For example, Sharla, at age four, may tell you that the moon and stars go to sleep when she goes to sleep. She thinks that when she goes to sleep, everything and everyone else does too.

Preoperational Stage of Cognitive Development, cont'd.

Processes. A *process* is a series of steps or actions which lead to completing a task. Young children have trouble thinking through such processes. For example, Mary may know how to walk from her house to her kindergarten class. However, she may not be able to draw a map which shows how she walks to school. She does not have the "big picture" or overview of how she travels although she can find her way.

Young children also do not understand explanations about processes, especially if the processes are abstract (existing only as an idea). To understand, children need things described in terms of what they have seen, touched, smelled, heard, or tasted.

Language. Preschoolers love to talk and listen. They will sit for long periods of time and listen to someone read to them, especially if they can look at the pictures in the book and talk back. During the preoperational period, the number of words children understand increases greatly. They also learn to use more words when they are talking. Children's vocabulary may increase from about 500 to 2,500 words. They also learn to use better grammar during this period. By age six, most children use correct grammar and use more complex sentences. Of course, children tend to have more fully developed language skills when adults talk to, read to, and listen to them.

The thinking skills and limitations described above have several meanings. First, all preschoolers have some language limitations. They may speak well in short sentences about real-life objects. However, they may have trouble expressing emotions, such as how they feel when they are sad. Second, young children cannot consider several things at once. They can understand categories of things but not subcategories.

Young children also have trouble understanding how and why things change. They may become frightened when change happens. Due to their egocentrism, they may believe that they have caused such things as divorce or death. Only careful, simple explanations can help children begin to understand that they did not cause these and other events.

Because young children have trouble separating fantasies or dreams from reality, they are often accused of lying. In these situations, they probably are not lying on purpose. They should be helped to understand the difference between fantasy and reality rather than be punished for telling a lie.

During early childhood, children do not consider outcomes when judging right and wrong. To young children, what is important is if a person gets caught doing something wrong. For these reasons, immediate punishment (such as time-out from the sandbox) means more to them than long-term punishment (such as forbidding the child to play in the sandbox for the rest of the week).

Good judgment develops with age, as does practice in seeing things from others' viewpoints. Role playing during dramatic play helps young children develop these skills. In role playing, children feel safe to act out various roles. For example, children may develop an understanding of what their father does at work by playing grocery store clerk. Through role-play, children are also able to explore which "jobs" they like. Children are also helped when caregivers watch their dramatic play and point out the thoughts and feelings of the children.

Preoperational Stage Checklist

Directions: Review cognitive development of children during the preoperational stage by completing the following activity. Place a ✔ in the column to the left of each item that describes the preoperational stage. If the statement does not relate to the preoperational stage, leave the box blank.

	1. Children have limits on their abilities to think in a logical way.
	2. Children develop an understanding of identities.
	3. Children begin to understand the basic relationship between two events or functions.
	4. The beginning of symbolic thought occurs in children.
	5. Language development begins during this period of time.
	6. Children learn to understand complex logic and moral concepts.
	7. Children gain the ability to put things into a logical order.
	8. Children have a memory that is improving, but they do not use any strategies for helping them remember things.
	9. Children's vocabulary may increase to about 2,500 words.
	10. Children may have trouble separating fantasies or dreams from reality.
	11. Children no longer have egocentrism as a way of thinking.
	12. Children are not able to focus on more than one part of a situation at a time.
	13. Young children do not consider outcomes when judging right and wrong.
	14. Good judgment develops with age.
	15. Young children may have trouble thinking through a series of steps or actions.

TA 38

Teaching Learners at Piaget's Three Stages of Cognitive Growth

Guidelines for teaching learners at the preoperational stage

Guidelines for teaching learners at the concrete-operational stage

Guidelines for teaching learners at the formal operations stage

VYGOTSKY - SOME KEY PRINCIPLES

Learning leads development.

- Vygotsky proposed that learning precedes development, which differs from theorists like Piaget. Piaget theorizes that an individual must be developmentally ready before learning can occur. Vygotsky maintains that learning pulls development to a higher level.

Language influences learning and development.

- Language is an integral part of cognitive development; language is a tool for developing thought.
- Language and cognitive development are reciprocal. Use of language determines learning, and learning determines use of language.
- As children develop, they become active participants in their learning through the use of language and interactions with others.

Social and cultural contexts influence learning and development.

- Life experiences influence development, and life experiences take place within a specific social and cultural context.
- Teaching thus requires relating to students and relating the curriculum to their lives - in a social and cultural context that is meaningful to them.

A zone of proximal development (ZPD) exists for learning.

- This zone is the distance between what a learner can accomplish through independent problem solving and what the learner can potentially do through problem solving with assistance from someone more capable.
- After performing a task or concept with assistance from someone more capable, a learner can internalize the new concept and perform more independently the next time in a similar situation.
- As learners receive continual guidance within the ZPD, they can master more and more complex concepts and problems, moving toward a knowledge level where they can share that understanding with others.

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MULTIPLE INTELLIGENCES

In 1983, Dr. Howard Gardner of Harvard University published a book called Frames of Mind in which the traditional view of a fixed intelligence (such as the ability to use language or do mathematics) was replaced with the theory of "multiple intelligences." Dr. Gardner and his colleagues defined intelligence as "competence in problem solving and creativity"—skill in "resolving genuine problems or difficulties," "creating effective products," and "finding or creating new problems" to solve.

Gardner identified eight criteria for the existence of the separate intelligences. He grouped the intelligences into three categories:

- language-related (verbal/linguistic and musical/rhythmic), described as "object free"
- personal forms (interpersonal and intrapersonal intelligences, essential in communication)
- object-related (bodily/kinesthetic, visual/spatial, and logical/mathematical)

Dr. Gardner and colleagues are continuing this work, identifying other talents and intelligences, opening the door to understanding both potential and motivation. His newest work identifies the "naturalist" as an eighth intelligence.

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1. **Linguistic:** learning through words
2. **Musical:** learning through tone, rhythm, and timbre
3. **Logical-mathematical:** learning through numbers and reasoning
4. **Spatial:** learning through pictures and images
5. **Bodily-kinesthetic:** learning through the whole body and hands
6. **Interpersonal:** learning through social interaction
7. **Intrapersonal:** learning through self-knowledge
8. **Naturalist:** ability to discriminate among living things

ELEMENTS OF LEARNING STYLE

- **Environmental Strand**

It is important for teachers to note that unless students are at harmony with their environment in all of the following areas, it is difficult for them to concentrate or learn. Many times environment seems to play only a small role in learning when ideally it should always be evaluated. These environmental elements of learning style are thought to be biological and related to one's physical being.

- **Emotional Strand**

The emotional strand determines the amount of supervision, feedback, and praise a student requires during the learning process. The qualities of motivation, persistence, and responsibility are also determined by a student's emotional strand. The emotional elements of learning style appear to be an outgrowth of both the environment and each person's emotional makeup.

- **Sociological Strand**

The sociological strand of a student affects the way the student learns whether learning alone, with peers, with an adult, or in a variety of methods. The sociological elements of learning style appear to be environmentally based.

- **Physical Strand**

The physical characteristics of perceptual strengths, intake, time, and mobility have extreme influence on the learning ability of students. The physical elements of learning style appear to be biological in origin.

- **Psychological Strand**

Students may be global or analytical in nature. Some students have a right hemispheric preference in the brain or a left preference, while others tend to be impulsive or reflective. The psychological elements appear to be both biological and environmental in origin.

Source: *The Cornerstone*, The Curriculum Center for Family and Consumer Sciences, 1998.

Characteristics of a Global Learner

- reads for overall idea, skipping details
- needs "big picture" before step-by-step
- writes whole essay before outline
- lets others go first
- likes team competitions
- is distracted by facial expressions
- relates what is taught to own experiences
- finds it hard to take criticism, even constructive criticism
- likes working with others
- likes rewards/verbal praise
- often answers "it depends"
- sees relationships
- understands things "in context"
- reads between the lines
- can work on several projects at one time
- likes humor, stories

What a global learner is likely to say . . .

→ Why are we doing this?

→ I'll do it later.

→ I need a break!

→ Don't touch the piles on my desk.

→ I know where everything is.

→ Why does it really matter?

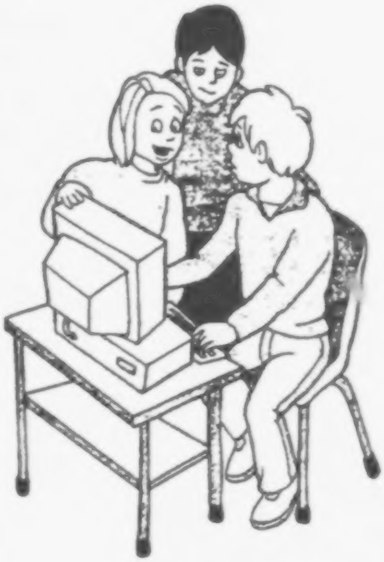
→ Let's get these projects on the road!

→ Why can't we skip around in the book?

→ I can remember what he looked like.

→ I'll come back to this later.

→ Enough! I'm out of here!



These students excel in making connections — conceptualization and synthesis. They are often considered highly creative.

Source: *The Cornerstone*, The Curriculum Center for Family and Consumer Sciences, 1998.

Characteristics of an Analytic Learner

- works alone
- goes at things step-by-step
- remembers details
- likes one task at a time
- works independently on projects
- not concerned with personal experiences of teacher
- prefers specific grading criteria
- likes to organize assignments
- prefers options
- concentrates on tasks at hand
- analyzes problem, then decides
- wants specific, constructive feedback
- becomes deeply involved in tasks
- doesn't like vague questions
- consistent with rules, assignments
- likes competition

What an analytic learner is likely to say . . .

→ Does spelling count?

→ Should we skip lines?

→ What are you really looking for?

→ How many pages do you want . . .?

→ What comes first? second?

→ Does this look right?

→ Will this be on the test?

These students exhibit talent in organization and attention to detail and excel in logic and analysis.

Source: *The Cornerstone*, The Curriculum Center for Family and Consumer Sciences, 1998.

Learning Styles:
Implications for Teachers and Students

Teachers

At its simplest, this learning style information leads educators to explore "flexibility with accountability" in the learning environment; variety in sociological options; and a renewed emphasis on multisensory learning activities at all grade levels. This means that teachers at all levels must have an understanding of what constitutes "global" strategies in learning, in order to evaluate and to improve their instruction for "whole brain learning." Addressing learning styles takes extra planning and effort. But, it is a privilege, not a right.

- Flexible learning environments
  Permits students to be comfortable in informal as well as formal learning conditions; in bright light and dim; learning in quiet or while listening to music Choices extend to learning activities, which match perceptual strengths and pattern of talent (multiple intelligence)
- Options in sociological preferences
  Adding small-group, cooperative learning models, which allow students to learn with and from their peers or to work independently if desired
- Multisensory strategies for learning
  Relevant, hands-on learning activities that support tactile/kinesthetic learning strengths

Students

For the freedom of choice, students must deliver quality work. They are held accountable for their best effort, especially if teachers allow students to work in conditions that are ideal for the student. This pattern of working in optimum conditions while producing quality work helps develop accountability, self-management skills, and creates winners. If the students abuse the privilege or freedom of choice (in exchange for quality learning), the student can lose it.

Exploring Effective Teaching Methods

(See pages 72–76 of *Reaching to Teach.*)

1. What is *direct instruction*? When is it most appropriate?

2. Upon what two assumptions about learning is *mastery learning* based?

3. How do effective teachers use *modeling*? What three steps are involved in *mental modeling*?

4. How do teachers with a *constructivist* view of learning help students arrive at a deeper understanding of content?

5. Through what means does the constructivist teacher provide *scaffolding*, or support, to students as they learn new material?

6. What is the *zone of proximal development*? How does the effective teacher apply this principle of Vygotsky?

7. What is *information processing*? How may it be compared to a computer?

8. What are examples of teaching methods based on *inquiry learning* and *discovery learning*?

9. What is the teacher's role in *group investigation*? In what ways is this method effective?

10. How does *peer tutoring* differ from *cross-age tutoring*?

Higher-Order Thinking

	What does the student do at this level?	What are sample trigger verbs at this level?	What are sample assignments at this level?
Knowledge			
Comprehension			
Application			
Analysis			
Synthesis			
Evaluation			

TA 48

Open and Closed Questions

In addition to asking questions at various levels of the taxonomy, an instructor might consider whether he is asking closed or open questions.

A closed question is one in which there are a limited number of acceptable answers, most of which will usually be anticipated by the instructor. For example, "What is a definition for 'adjective'?" requires that students give some characteristics of adjectives and their function. While students may put the answer in their own words, correct answers will be easily judged and anticipated based on a rather limited set of characteristics and functions of adjectives.

An open question is one in which there are many acceptable answers, most of which will not be anticipated by the instructor. For example, "What is an example of an adjective?" requires only that students name "any adjective." The teacher may only judge an answer as incorrect if another part of speech or a totally unrelated answer is given. Although the specific answer may not be anticipated, the instructor usually does have criteria for judging whether a particular answer is acceptable or unacceptable.

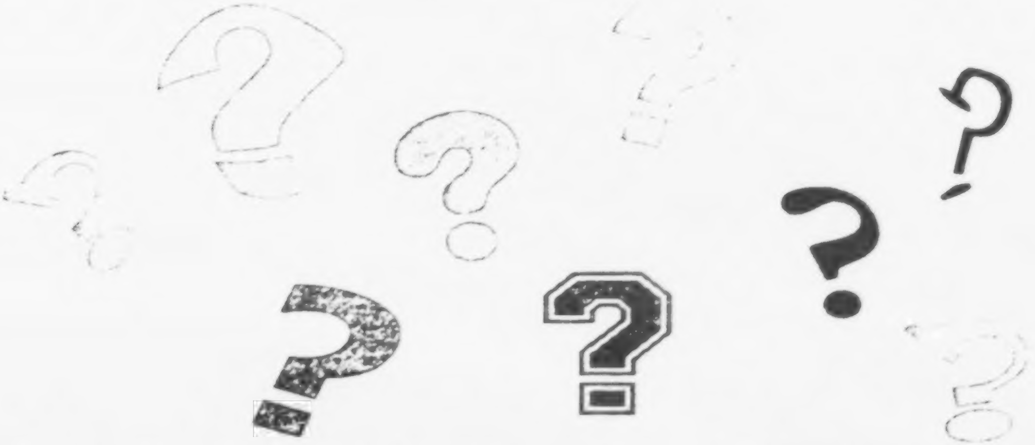
Both open and closed questions may be at any level of the taxonomy.

An open low-level question might be:
"What is an example of an adjective?"

An open high-level question might be:
"What are some ways we might solve the energy crisis?"

A closed low-level question:
"What are the stages of cell division?"

A closed high-level question:
"Given the medical data before you, would you say this patient is intoxicated or suffering from a diabetic reaction?"



Source: Division of Instructional Development, Office of Instructional Resources, University of Illinois at Urbana-Champaign; Web site: *www.oir.uiuc.edu/Did/docs/QUESTION/quest1.htm* Used with permission.

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Questioning at Various Levels of Bloom's Taxonomy

QUESTIONING CATEGORY	BLOOM'S CATEGORY	STUDENT ACTIVITY	TYPICAL STEM WORDS
LOWER LEVEL	Knowledge	Remembering: Facts Terms Definitions Concepts Principles	What? List Name Define Describe
	Comprehension	Understanding the meaning of the material	Explain Interpret Summarize Give examples... Predict Translate
	Application	Selecting a concept or skill and using it to solve a problem	Compute Solve Apply Modify Construct
HIGHER LEVEL	Analysis	Breaking material down into its parts and explaining the hierarchial relations	How does...apply? Why does...work? How does...relate to ...? What distinctions can be made about...and...?
	Synthesis	Producing something original after having broken the material down into its component parts	How does the data support...? How would you design an experiment which investigates...? What predictions can you make based upon the data?
	Evaluation	Making a judgment based upon a pre-established set of criteria	What judgments can you make about...? Compare and contrast...criteria for ...?

Source: Division of Instructional Development, Office of Instructional Resources, University of Illinois at Urbana-Champaign; Web site: *www.oir.uiuc.edu/Did/docs/QUESTION/quest1.htm* Used with permission.

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MOTIVATING STUDENTS TO LEARN

NAME ______________________________

FIELD-SITE CLASSROOM ____________________________________

NAME OF PERSON YOU MOTIVATED __________________________

DESCRIPTION OF MOTIVATION:

RESULTS THAT HAPPENED AFTER MOTIVATION:

Learner Differences in the Classroom

Race

Gender

Culture

Language

Socieconomic strata

Various family configurations

Intellectual ability

Special needs

Learning styles

Low achievers/high achievers

Mixed ability level in all areas

Differing interests

Differing attitudes toward school

"If language is denied, thought is denied; culture is diminished; identity is endangered. Bilingual and hearing-impaired students are two examples of those who are sometimes denied access to language, thought, culture, and identity."

p. 39, Wink, J. and Putney, L. 2002. *A Vision of Vygotsky*. Boston, MA: Allyn & Bacon

Exceptional Learners - Knowledge Check

(See pages 378-384 of *Reaching to Teach.*)

1. What is an *exceptional learner*? What are examples of exceptional learners that teachers may encounter in the classroom?

2. What is the difference between the terms *handicapped* and *disabled*? Why is it important for teachers to understand this difference?

3. What does it mean to use "people first" language? Why is it important? What is an example of using vs. not using "people first" language?

4. What are ten categories of children with disabilities? (see Table 8.3, page 379 of *Reaching to Teach*)

5. According to Table 8.3, by what percentage did the number of all students participating in federally supported education programs for students with disabilities increase between 1976/77 to 1996/97? What do you think this means for teachers?

6. How is the term *learning disability (LD)* generally defined?

7. What characteristics might be exhibited by a student with ADD/ADHD?

8. What characteristics are typically exhibited by *gifted and talented* students?

9. Is it easier for teachers to meet the needs of gifted and talented students than those of other exceptional learners? Explain.

10. What types of teaching methods work most effectively with gifted and talented students?

Communication Words to Know

Communication is the process by which ideas, feelings, and information are shared. It involves the skills of listening, speaking, and writing.

Listening is an important part of communication. The listener receives the message and then interprets it. A good listener makes an effort to clearly understand the message.

Passive listening occurs when an individual receiving information provides responses that invite the speaker to share opinions and ideas. The passive listener may hear the words without listening for meanings.

Active listening requires the listener to understand what the speaker actually means. An active listener repeats what the speaker says to make sure the content of the message is clearly understood. Feedback is the response a person gets to a message sent.

Two-way communication occurs when the speaker and the listener both provide feedback.

One-way communication occurs when the person conveying information cannot obtain feedback.

Non-verbal communication, such as body language, is communicating messages through gestures and body movements.

Perception is how one selects, organizes, and interprets information.

Self-disclosure occurs when people voluntarily tell others information about themselves that the other party is unlikely to know or discover from other sources.

Oral and Written Communication

Oral Communication

A responsible speaker who wants to be understood strives to send a clear message to the listener. Important communication skills to master when speaking include the following:

- Use correct, standard English rather than slang or casual expressions others may not understand. Use standard grammar and develop a broad vocabulary.
- Organize the information to be presented in a logical manner to help facilitate understanding.
- Speak to the listener(s). Look directly at the listener and establish eye contact. Eye contact shows the listener that the speaker is interested in talking.
- Speak clearly and distinctly. Avoid running words together, mumbling, talking too fast or too slow, speaking away from the listener, and speaking too softly or loudly.
- Use a courteous and friendly tone of voice when speaking. Be tolerant of the other individual's points of view and avoid complaining and arguing.
- Avoid monopolizing a conversation by telling every detail of a story.

Written Communication

Written communication is important for school, work, and everyday activities. In the workplace, written communication skills are needed for writing e-mails, office memos, reports, and business letters. Some people have difficulty putting their thoughts into words. Other people find it easier to communicate by using written communication skills. Written communication skills can be improved through practice. Reading newspapers and books may help improve writing skills.

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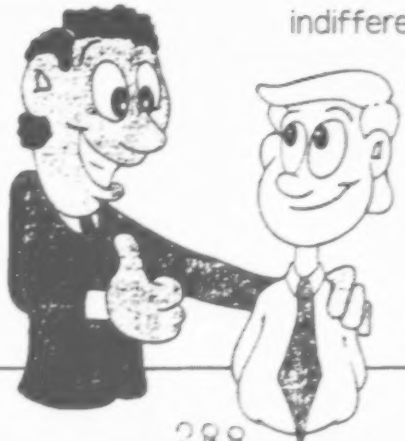
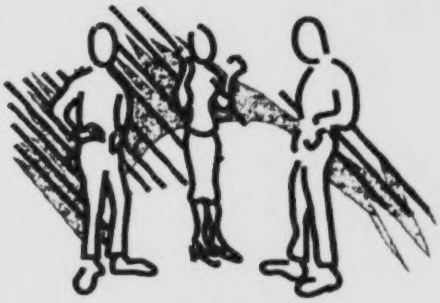
Improving Communication Skills

Positive Communication	Negative Communication
good posture	stiff, tense, or uptight posture
appropriate dress	inappropriate dress
pleasant greetings	unfriendliness
a smile	an angry look
eye contact	no eye contact
a nod	rolling eyes
pleasant facial expressions	tense facial expressions
quiet but understandable voice	loud voice
relaxed atmosphere	tense atmosphere
patient responses	criticism
praise	little or no praise
a caring attitude	indifference



Nonverbal Communication:
Let Your Body Talk

☞ In nonverbal communication, you let your body do the talking.



☞ What you wear, how you stand, your posture, facial expressions, and tone of voice communicate your message!

☞ To communicate positively:
Smile.
Look at the person; make eye contact.
Sit or stand straight.
Unfold your arms from across your chest.
Shake hands firmly.
Respond when listening with a nod and a smile.

Interacting and Communicating with Families

Standard IV. **The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.**

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC-12

Interacting and Communicating with Families

The beginning teacher knows and understands:

4.1k the importance of families' involvement in their children's education; and

4.2k appropriate ways for working and communicating effectively with families in varied contexts.

Application: What Teachers Can Do

Teachers of Students in Grades EC-12

Interacting and Communicating with Families

The beginning teacher is able to:

4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;

4.2s apply procedures for conducting effective parent-teacher conferences;

4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and

4.4s engage families in their children's education and in various aspects of the instructional program.

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Oral Presentation Evaluation Form

Name__________ Date______
Class ____________________

	Exceptional	Admirable	Acceptable	Amateur
Content				
Coherence and Organization				
Creativity				
Material				
Speaking Skills				
Audience Response				
Length of Presentation				

COMMENTS:

Classroom Rules

General Rules

Show respect for the classroom by keeping it clean.

Show respect to others.

Treat others as you want to be treated.

Always be on time.

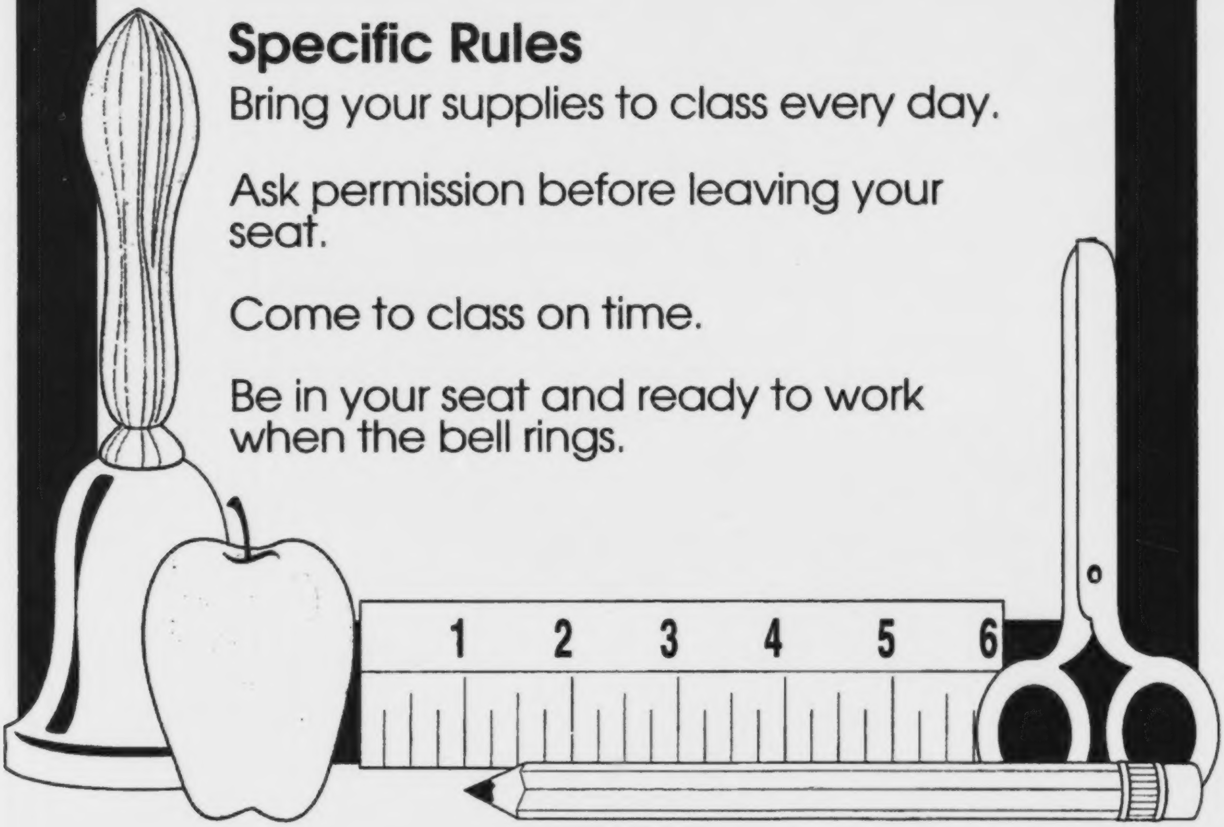
Specific Rules

Bring your supplies to class every day.

Ask permission before leaving your seat.

Come to class on time.

Be in your seat and ready to work when the bell rings.



Ways to Communicate with Parents

- Exchange important information on the first day of school.
- Conduct regular parent conferences.
- Conduct regular meetings as needed.
- Encourage parents to visit their children in the classroom or observe.

- Call parents and share information by phone.
- Send newsletters home.
- Keep a folder on each student that records events in the classroom or has special papers on file for parents to review.
- Post the weekly lesson plans and schedule. Let parents know what topics are being studied.
- Send home "happy notes" with highlights or accomplishments of the student's day.
- Give parents copies of developmental checklists, individualized lesson plans, and other material that pertain to their child.
- Develop a calendar of events to be sent out at the beginning of each month.

Parent-Teacher Conferences

---

1. Schedule parent conferences early in the school year for initial, get-acquainted conferences.

2. Schedule plenty of time for parent conferences. Don't schedule conferences too close together.

3. Be prepared! For each parent conference, have the student's work available, plus grades and any progress reports. Anticipate possible parental questions. Have textbooks and other class materials present in case a parent would like to look at the resources.

4. Find out names of parents in advance. Greet parents in a warm and friendly manner.

5. Arrange the conference area so that parents are comfortable. Have extra chairs in case there are additional visitors with a parent. Have crayons and paper available in case a younger sibling attends.

6. Use the "sandwich method" for talking to a parent about the student. Sandwich a negative problem between two positive comments. Highlight the student's abilities or interests.

7. Be specific in your comments. Make concrete suggestions for improvement. Use common language, not words that only teachers might understand.

8. Always hear the parent's side. Ask the parent's opinion and be open for suggestions. Portray acceptance and warmth toward every student and parent. Allow time for parents' questions or concerns.

Field Experience: Communicating with Parents/Guardians

Complete this sheet for each field experience through which you demonstrated skill in communicating with parents/guardians. Be sure to work closely with your field-site teacher in planning, implementing, and evaluating each field experience.

Description of the Communication Field Experience

- What was the purpose of the communication?
- Who were the targeted recipients?
- What did you do in this field experience?
- What specific communication skills did you exercise in the field experience?

Evaluation of the Communication Field Experience

- Did the communication achieve its purpose? Explain.
- What did you learn/what skills did you improve through the experience?
- What might you do differently next time?

Addressing Literacy Through Newspapers

Facts:

- 92 million Americans are functionally illiterate.
- Three out of four unemployed adults have reading and writing difficulties.
- It is estimated that illiteracy costs Texans more than $178 billion every year.

What?

- Newspapers in Education Program (NIE) is an organization of newspapers across the country joining forces with businesses, literacy organizations, and school districts to reverse the illiteracy trend and help students develop into productive, confident adults.
- Provides teachers with additional material to help them maximize the use of paper in their classes.

How?

- The newspaper is a hands-on learning tool for all grade levels. Because it is "new" every day, the newspaper is often referred to as a "living textbook," a relevant teaching tool for many subjects, including current events, mathematics, spelling, history, political science, business, geography, economics, art, science, and language arts.

Benefit to Students:

- increased motivation and attention
- greater self-esteem and creativity
- growing confidence and interest in community involvement and issues
- continued desire to read critically and effectively
- newspapers bridge the gap between the classroom and the real world
- may be the only text many students read throughout their lives
- provide crucial motivation for reading
- great teaching tool for main idea, summary, fact and opinion, and vocabulary
- provides "real life" examples of maps, charts, graphs, and other visual displays

Information provided by the Lubbock Avalanche-Journal in conjunction with the Newspaper Association of America

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Using the News with Elementary Students

How to Use the Newspaper Like a Picture Book

By Jamie Preston, Family Literacy Coordinator

Picture books are great tools because they have lots of illustrations and a few well-chosen words. You can use newspapers in the same way as picture books, but with an added bonus: They come fresh and new each day. Recent studies have shown that listening and speaking are "building blocks" that children use to become readers. By talking with your children about pictures, headlines, ads, recipes, and lists, you will help them to develop the skills they need to become good readers.

What's special about using newspapers is that they help adults talk with children about the "here and now." Focusing on items that reflect children's everyday lives is particularly effective because the printed age comes alive for them.

One newspaper photo helped my child gain a better understanding of her world. One day a fierce storm left a big tree stuck under a bridge near our house. My child and I had never noticed the tree until the local newspaper ran a picture of it a few days later.

In the picture, it looked like a giant had picked up a huge toothpick and jammed it sideways into the arch of the bridge. After we saw the picture, we stopped to look at the tree. That led to a good discussion about what happens to the river during a storm and what city crews would have to do to free the tree from the bridge.

Many other lessons are open to parents and caregivers who use a newspaper with a child. Pictures are useful "talking points," but other parts of the paper can serve the same function.

◆ **Ask beginning readers to look for headlines that begin with a particular sound, such as "b" or "s."** Your child can circle the words with that sound or cut them out and paste them onto a sheet of paper. You can clip letters out of the paper and let your child use them to make words or even string together the whole alphabet. Help your child cut out words and paste them under favorite pictures from the newspaper or your family's own photos.

◆ **Ads are simple, attractive items for young children to use.** Food ads are particularly good because they show products that children see in the home. Children can match the name in the paper with the one on the box sitting on the breakfast table. They can clip out the pictures in the food section and make a poster of their favorite foods. If they are ready to start counting, they can look at prices or help you clip coupons.

◆ **Following a simple recipe can help a child understand that a yummy-looking dish can be made from items found in your kitchen or at the supermarket.** With the help of an adult, a beginning reader can copy words from the recipe onto a shopping list. Children learning about good nutrition can compare "per serving" counts in different recipes.

◆ **Before going to a movie, parents can show children the schedule for the local theatre.** Even if children are too young to read the listings, seeing a parent use reading to plan activities is important. Before (or after) going to a movie or other cultural event, find one or several reviews and read them aloud.

◆ **For sporting events, children can learn numbers by looking at scores and jersey numbers.** Seeing pictures of a favorite team after an exciting game can help a child feel closer to the action. Talking about the headlines can help a child remember what happened during the game.

◆ **The comics are good for more than a laugh. The comics' colorful pages give gift wrapping a personal touch at children's parties.** A child may choose her favorite comic to display, so the wrapping paper says, "This gift is from me, and this is the comic I like best." You may choose to set aside a small pile of colorful comics for special occasions.

◆ **Check newspaper listings for book signings by authors of picture books.** Meeting the authors and artists of the books can be a thrill for young readers, and usually costs nothing but your time.

◆ **The weather graphics contain lots of information about days of the week, temperatures, and weather conditions.** You can use as little or as much of this information as you like, depending on how ready your child is to grasp it.

These are just a few ideas to get you started. Once you begin to see the paper as a big, daily picture book, the possibilities are as far-reaching as your imagination and as close as the child sitting next to you. What better way to help children talk about their world than to open a newspaper?

Information provided by the Lubbock Avalanche-Journal in conjunction with the Newspaper Association of America

USING THE NEWS WITH MIDDLE SCHOOL STUDENTS

IN THE MIDDLE AND IN THE KNOW:

By Kathy Robinson, NCFL Training Specialist

Motivating middle-school-aged children to extend learning beyond the classroom setting offers many challenges in both the home and school environment. However, this practice is essential because adolescent learning is a continuum that requires ongoing opportunities to support development.

Middle-school-aged children are best motivated when new learning is linked to prior knowledge and experiences. It is important that children in this age group engage in real-world problem solving–it is a stage of personal transitioning viewed as preparation for life.

Newspaper activities offer many opportunities for parents and their middle-schoolers to read, share information, and make informed decisions together.

Reporting Words. Together, assign sections of the newspaper for each family member. By browsing through their assigned sections, have your family individually make a list of five words that are new to them or they are unaccustomed to using. Make the activity more interesting by finding words that start with a certain letter, selecting only adjectives, etc.

Math in the Real Sense. Ask your child to select three favorite (video, department, shoe, etc.) and three least favorite stores. Ask your child to make a shopping list of items to purchase from the favorite stores. Keep a tally of the savings and then see if your child's opinion has changed regarding favorite and least favorite. Talk about why or why not.

Writing to Share an Opinion. Ask your child to select an article of interest from the newspaper or a current event that he or she feels passionate about. Then guide your child in writing an editorial response to the article or craft a letter that expresses his or her opinion of the event. Now ask your child to read an editorial in the newspaper that is a response to another article or issue. How does your child's letter differ from the editorial in the newspaper? How is the editorial in the newspaper organized?

Information provided by the Lubbock Avalanche-Journal in conjunction with the Newspaper Association of America

Using the News with Secondary Students

Teens and Parents Hooking Up Through the Newspaper.

By Nancy Sledd,
NCFL Training Specialist

The teen years are all about "hooking up"—hooking up with peers and their social environment, hooking up with the latest movies and celebrities, hooking up with the right set of wheels or with employment opportunities, and maybe even hooking up with the whole world. For many teenagers, hooking up with their parents is not tops on their list of connections to make.

On the other hand, most parents want to stay connected with their teens during these years of tremendous growth and changes. Using the newspaper to connect to your teenager can help you both learn about each other and the important issues in your lives.

During high school, teenagers often feel they are ready to make their own decisions about everything. In the next few years, they might be driving, going away to college, joining the armed forces, voting, and/or getting married. They may not seek parental advice to make any of these decisions.

However, many teens will turn to print or online versions of the newspaper to help them make informed decisions, which is where parents can get involved. Teens may read the newspaper or search a variety of newspapers online to gather information and learn about what is impacting their immediate world. Parents can encourage this information quest by clipping out articles they think will be of interest to their teens, or discussing what they have read with their teens in the car, while they are watching TV, or during meals together.

When reading the newspaper, parents demonstrate its usefulness and relevance by expressing how they learn new facts or react to various opinions. As teens express the ideas they glean from reading the paper, parents can encourage the development of critical thinking skills by asking appropriate questions. What reasons or evidence did the writer present for that article? What do you think would happen if...? Do you think the writer has a bias? Can you consider another response to the same dilemma the writer discussed? Which one of the op-ed writers do you agree with the most and why?

Parents can also model the importance of reading the newspaper by turning off the TV or radio and focusing on the paper instead. Make a family time of reading the paper together by having each person in the family take a separate section of the paper and then summarizing what has been read. In this way teenagers will be exposed to a variety of writing styles and will have an opportunity to recognize different writer's use of fact, opinion, humor, quotes, idioms, and questions as forms of expression.

Information provided by the Lubbock Avalanche-Journal in conjunction with the Newspaper Association of America

Breaking the Ice with a Favorite Book

- At the initial meeting, take your favorite children's picture book.
- Make sure the child can see the book as you read together.
- "Picture talk" by talking about the pictures as you go through the book.
- Read the book together.
- Stop frequently to ask questions and discuss what is happening in the story.
- As you model the reading process, model how to think aloud while reading by sharing how you remember what is being read.
- Ask questions about the story that relate to the child's everyday life experiences.
- Plan a special activity to respond to the book.

Reprinted from *Ready, Set, Read! Coordinator Guide*

Double Entry Journal

How I communicated (description and types, such as verbal, nonverbal, written, and electronic)	What I learned/How this improved my communication skills

TEKS

(Texas Essential Knowledge and Skills)

Goals of TEKS

- TEKS are the center of the curriculum and, as such, define the basic content of the instructional program in Texas.

- TEKS outline the knowledge and skills required of every student by the statewide accountability system.

- Successful implementation of the TEKS is dependent upon school staff having a thorough understanding of the TEKS.

- Increased student achievement is best assured by high-quality classroom instruction with a TEKS focus.

- Educational leaders need a thorough understanding of assessment and its relationship to curriculum and instruction.

- Educational leaders need access to processes designed to translate educational research, theory, and new expectations into practical applications.

- Educational leaders need knowledge of and access to the vast array of resources supporting TEKS implementation.

Subject Areas Covered In TEKS

√ English Language Arts and Reading
√ Mathematics
√ Science
√ Social Studies
√ Languages Other Than English
√ Health Education
√ Physical Education
√ Fine Arts
√ Economics with Emphasis on the Free Enterprise System and Its Benefits
√ Agricultural Science and Technology Education
√ Business Education
√ Health Science Technology Education
√ Family and Consumer Sciences Education
√ Technology Education/Industrial Technology Education
√ Marketing Education
√ Trade and Industrial Education
√ Technology Applications
√ Career Orientation
√ Spanish Language Arts and English as a Second Language

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Assessment of TEKS

History

Starting with the 2002-2003 school year, state mandated assessments of student learning changed from the TAAS (Texas Assessment of Academic Skills) to the TAKS (Texas Assessment of Knowledge and Skills). The name change reflected a change in the content and scope of the assessment. The test now encompasses more of the TEKS (Texas Essential Knowledge and Skills), attempts to ask questions in more authentic ways, and assesses students at more grade levels.

Tested Grade Levels

		Grade Level									
		3	4	5	6	7	8	9	10	11[1]	12
Test	Reading	✓[2]	✓	✓[3]	✓	✓	✓[4]	✓			
	Writing		✓			✓					
	English/Language Arts								✓	✓	
	Mathematics	✓	✓	✓[3]	✓	✓	✓[4]	✓	✓	✓	
	Science			✓					✓	✓	
	Social Studies						✓		✓	✓	
	Spanish Reading	✓	✓	✓	✓						
	Spanish Writing		✓								
	Spanish Math	✓	✓	✓	✓						
	Spanish Science			✓							

[1] Beginning in 2005, students in Grade 12 must pass the Grade 11 (Exit level) TAKS to graduate.

[2] Beginning in 2003, students in Grade 3 must pass the TAKS reading to be promoted.

[3] Beginning in 2005, students in Grade 5 must pass the TAKS reading and math to be promoted.

[4] Beginning in 2008, students in Grade 8 must pass the TAKS reading and math to be promoted.

Content

Each course, K-12, has a set of essential knowledge and skills (TEKS) that students are expected to learn. The purpose of the TAKS is to determine whether the student has a level of proficiency in these items. Student assessment has increased in scope and difficulty, starting with the TEAMS, then TAAS, and now TAKS. There are booklets available through Texas Education Agency which list the TEKS that will be tested on the TAKS along with explanations and examples. These booklets may be ordered or downloaded from the following Web site: *www.tea.state.tx.us/student.assessment/taks/booklets/index.html*

Although there is no TAKS test for numerous courses, such as Family and Consumer Science courses, all teachers are expected to support their students' preparation for these tests by incorporating English, math, science, and social studies basic skills into their courses.

TEKS AND TAKS
Continuous Improvement

Evolution of the Assessment Process

As the assessment instrument for TEKS evolved, the level of difficulty increased and the tests were written to cover an increased number of subjects, as well as the inclusion of more students. This information is important to teachers, as well as all citizens of Texas, to realize that over time the standards have been raised for the students of Texas.

YEAR	TEST
1980	TABS (Texas Assessment of Basic Skills)
1985	TEAMS (Texas Educational Assessment of Minimum Skills)
1990	TAAS (Texas Assessment of Academic Skills)
2003	TAKS (Texas Assessment of Knowledge and Skills)

The TEKS originated and evolved from the previous standards, called Essential Elements. The TEKS are more comprehensive and are written on a higher-level of thinking.

The role of instruction is the bridge between curriculum and the final assessment, therefore instruction must be aligned to the TEKS in order to be successful on the TAKS. Most importantly, instruction should be learner-centered.

Instruction (teacher driven)

Curriculum (TEKS)

Assessment (TAKS)

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TA 72

Moving Up Bloom's Taxonomy

Evaluation: judging the quality of items based on existing or created standards

Synthesis: taking existing elements and creating something new

Analysis: taking ideas and issues apart and examining their components

Application: using information to solve problems

Comprehension: rephrasing information in own words

Knowledge: emphasizing the recall of information

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TEKS Analysis

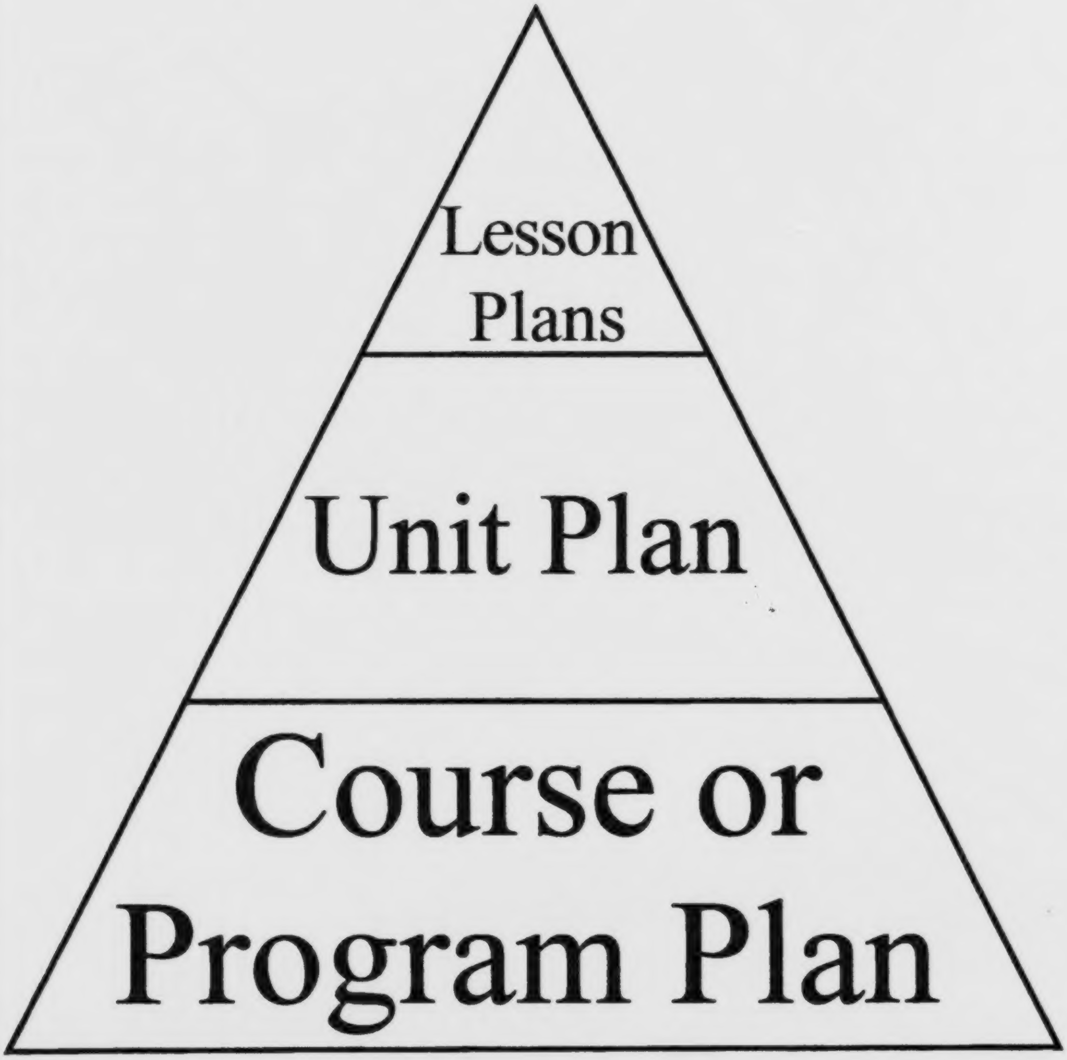
(5) Planning effective instruction

(A) Explain the role of the TEKS in planning and evaluating instruction.

- What exactly does the student need to know and be able to do to achieve this expectation?
- What will that "look like"?
- So what? What knowledge do they need to achieve this?
  > How can that knowledge best be imparted? (instructional strategies)
  > How will I know if they have achieved the knowledge and skills? (assessment)

TA 74

Pyramid of Planning



Lesson Plans

Unit Plan

Course or Program Plan

Example Lesson Plan Components

- Goal
- Objective
- Introduction
- Advance Organizer
- Procedure
- Closure
- Evaluation
- Reminders

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Factors that Impact Instructional Planning

- ✓ The Learners
- ✓ Subject-matter Trends
- ✓ Available Resources
- ✓ Societal Trends
- ✓ Community Characteristics
- ✓ Educational Psychology
- ✓ Relevant Philosophies

Source: Chamberlain, V. and Cummings, M. (2003). *Creative Instructional Methods*. New York, NY: Glencoe/McGraw Hill.

The Management Process

Planning

Involves assessing the situation, determining what resources are available, and deciding on one's priorities.

Organizing

Involves developing a schedule, getting one's resources together, and preparing to take action.

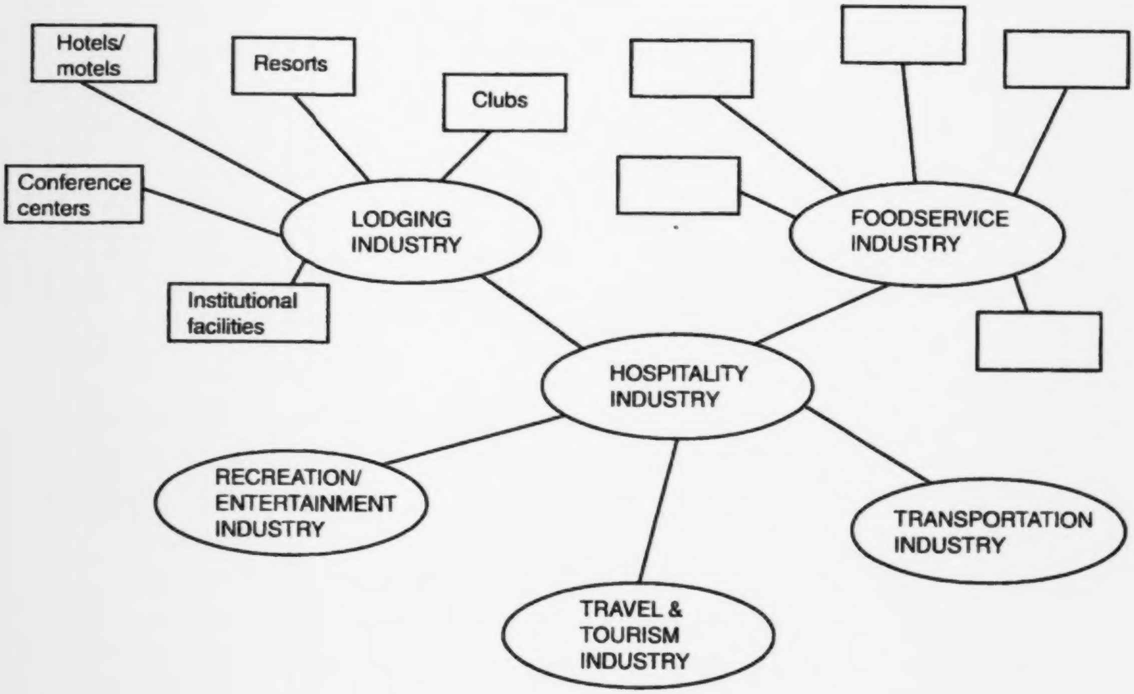
Implementing

Put the plan into action and monitor it.

Evaluating

Involves evaluating the project, once it has been done. Assess the successes and the failures.

Web Diagram

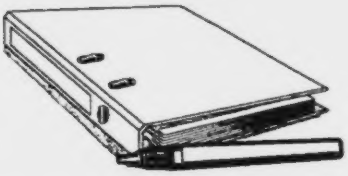

Hotels/ motels
Resorts
Clubs
Conference centers
LODGING INDUSTRY
Institutional facilities
FOODSERVICE INDUSTRY
HOSPITALITY INDUSTRY
RECREATION/ ENTERTAINMENT INDUSTRY
TRAVEL & TOURISM INDUSTRY
TRANSPORTATION INDUSTRY

Criteria for Instructional Objectives

Sound instructional objectives should be:

- written in student terms
- descriptive of the desired learning outcome
- clear and understandable
- limited to one verb
- observable/measurable
- shared with learners

Choose Your Verbs Wisely



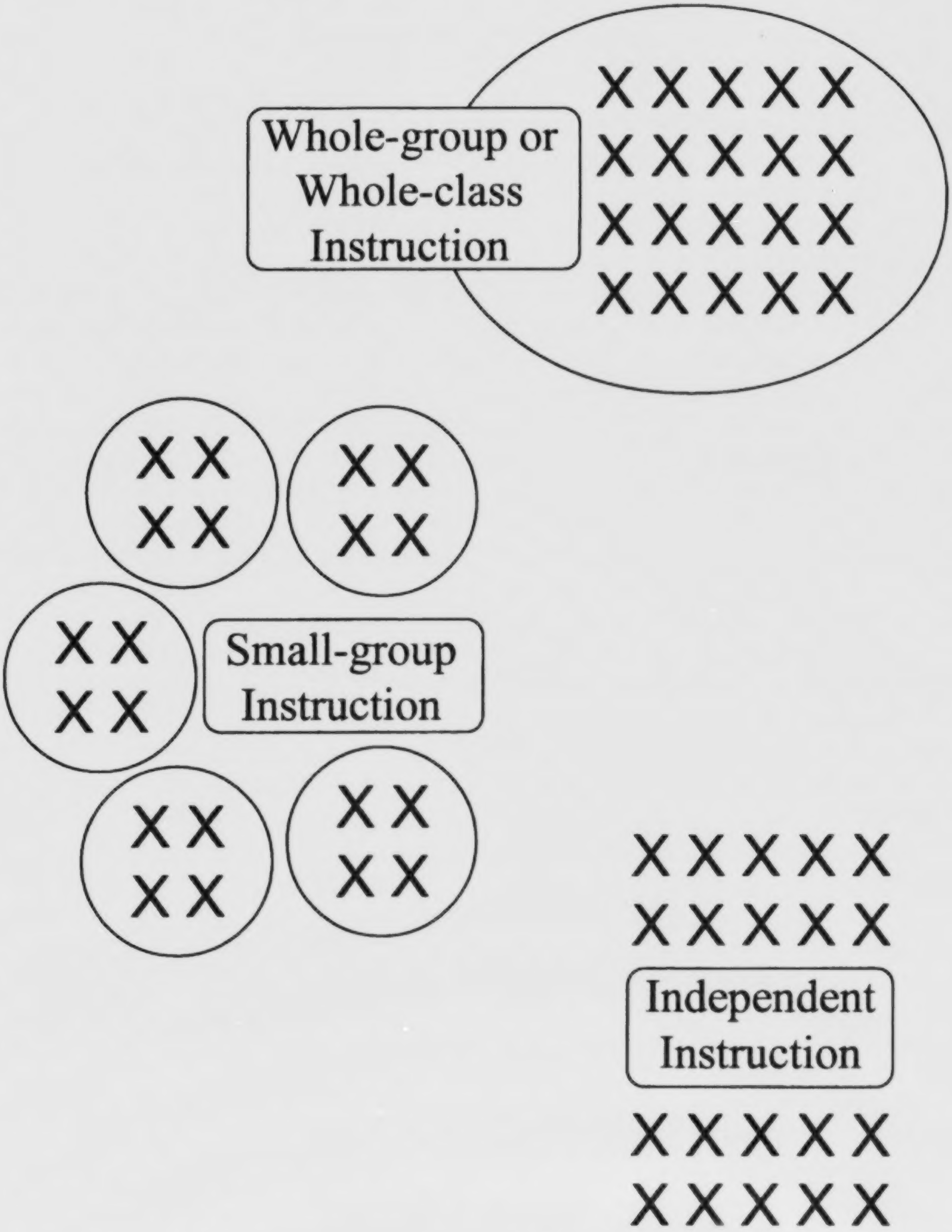
- analyze
- apply
- appreciate
- believe
- cite
- compare
- compile
- comprehend
- compute
- create
- critique
- defend
- demonstrate
- describe
- determine
- enjoy
- evaluate
- explain
- grasp
- identify
- know
- learn
- like
- list
- match
- outline
- paraphrase
- predict
- realize
- recognize
- recommend
- think
- value
- write

Steps for Writing Instructional Objectives

3. Check objectives for clarity and appropriateness.
2. Break down general goals into more specific, observable objectives.
1. Specify general goals for the course or lesson.

TA 82

Options for Grouping Learners



Whole-group or Whole-class Instruction

Small-group Instruction

Independent Instruction

Guidelines for Implementing Peer-Mediated Instruction

- Communicate clear expectations for student learning. State up-front what students should learn from the activity. Set high expectations for student learning and note that all students are expected to achieve the level of learning needed to succeed.
- Provide thoughtful orientation to lessons. Clearly relate the current lesson to previous study; remind students of key concepts or skills previously covered.
- Provide clear and focused instructions to participants.
- Closely monitor student progress. Monitor student learning frequently, using both formal and informal methods. Require that students be accountable for their product and learning.
- Re-teach when necessary. If students show signs of confusion, misinterpretation, or misunderstanding, take the responsibility to intervene and/or re-teach.
- Use class time for learning. Lead students to pace themselves, and monitor them for task completion.
- Generate positive and personal teacher and student interaction. Cooperative learning and peer tutoring strategies are instruction methods of choice in many classrooms as they are noted for preventing and alleviating many social problems related to children, adolescents, and young adults.

Adapted from characteristics identified as central for successful implementation of Peer Mediated Instruction by Kulic & Kulic (1992); from the Web site of the National Center on Accessing the General Curriculum at *www.cast.org/ncac/index.cfm* (under Research & Solutions, Curriculum).

TA 84

Matching Up Instructional Terms

Directions: Match up the following terms with their descriptions. Place the letter of the appropriate description in the blank to the left of the corresponding term.

Terms

____ 1. constructivist teaching

____ 2. cooperative learning

____ 3. cross-age tutoring

____ 4. deductive strategy

____ 5. direct instruction

____ 6. discovery learning

____ 7. group investigation

____ 8. inductive strategy

____ 9. information processing

____ 10. inquiry learning

____ 11. mastery learning

____ 12. modeling

____ 13. peer-mediated instruction

____ 14. peer tutoring

____ 15. scaffolding

A. A tutoring arrangement in which older students tutor younger students

B. A branch of cognitive science concerned with how individuals use long- and short-term memory to acquire information and solve problems

C. An approach to education in which students work in small groups, or teams, sharing the work and helping one another complete assignments

D. An approach to teaching based on the student's current level of understanding and ability; the teacher varies the amount of help given (e.g., clues, encouragement, or suggestions) to students based on their moment-to-moment understanding of the material being learned

E. A systematic instructional method focusing on the transmission of knowledge and skills from the teacher to the students

F. An approach to teaching that gives students opportunities to inquire into subjects so that they uncover knowledge for themselves

G. A technique in which the teacher begins with a scenario, question, or other "unknown" and leads students to search for answers

H. An approach to teaching that gives students opportunities to explore, or inquire into, subjects so that they develop their own answers to problem situations

I. The process of "thinking out loud" used by teachers to make students aware of the reasoning involved in learning new material

J. An approach to teaching in which the teacher facilitates learning by creating an environment that allows students to determine what they will study and how

K. An approach to instruction based on the assumptions that (1) virtually all students can learn material if given enough time and taught appropriately and (2) learning is enhanced if students can progress in small, sequenced steps

L. Approaches to teaching, such as cooperative learning and group investigation, that utilize the social relationships among students to promote their learning

M. An arrangement whereby students tutor other students in the same classroom or at the same grade level

N. A method of teaching based on students' prior knowledge of the topic and the processes they use to construct meaning

O. A technique in which the teacher gives information and students follow with guided and independent practice

Instructional Suggestions for the Learning Styles of All Students

- High Expectations
- Flexible Learning Environments
- Multi-sensory Instruction
- Experiential Learning
- Mentoring Relationships
- Relevance
- Higher Order Thinking/Problem-solving
- Options and Choices
- Innovative Uses of Technology
- Alternative Assessment
- Small-group/Cooperative Learning
- Projects
- Games
- Creativity

Celebrating the gifts of all kinds of intelligences!

Source: *The Cornerstone*, The Curriculum Center for Family and Consumer Sciences, 1998.

Strategies to Support Global Learners

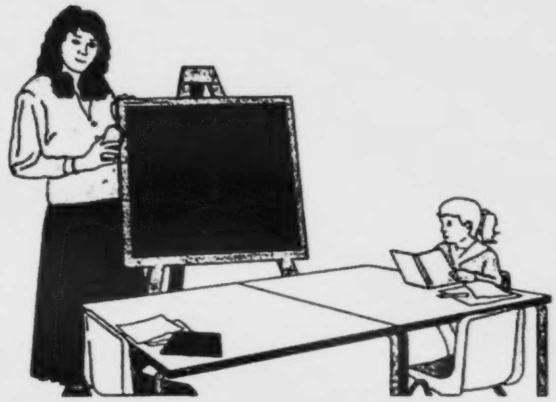
1. Make your lessons "real" and fun! —tell a story, joke, anecdote. Reach for the emotional link that can motivate and focus global learners.

2. Use visuals, such as films, pictures, transparencies, models, videos, and multimedia. They support spatial strengths and add a multisensory dimension to learning.

3. Present overviews to lessons and units; stress the main idea, relevance, and application to the real world. Begin lessons with the "big picture," then attend to details. Place the facts in context.

4. Adapt a "living curriculum" —use newspapers, magazines, articles, television programs, news, the workplace, and resources from the Internet. These demonstrate relevance of school subjects to the real world.

5. Use tactile materials —globals enjoy material that can be manipulated. Use dry erase boards and pens, manipulatives of all kinds, such as Pick-an-Answer boxes, Match-Mates, Clip Boards, Light-Rights, game cards, etc. Don't forget the computer and other technologies as tactile tools. Assign projects which incorporate art, and allow students to design and create their own manipulatives.



6. Include kinesthetic activities. Examples include role playing, field trips, lab experiments, projects, videotaping, writing and producing plays, games, real-world experiences, apprenticeships, technology resources, and movement through rhythm, music and dance.

7. Teach and reinforce reading skills with a sensitivity to perceptual strengths and brain processing preference. Select books that use drawings to develop vocabulary skills.

8. Use open-ended questions and assignments. These support imagination and higher-order thinking and permit students to use interests and strengths in learning.

9. Globals respond to color. Attention to such spatial detail greatly supports motivation and retention. Copy handouts on colored paper; create a colorful and inviting learning environment; use Reading Windows for color and focus.

Strategies, cont'd.

10. Teach memory tricks, mnemonics. Use rhythm, rhyme, raps, imagery, humor, and exaggeration to help with retention.

11. Teach in story form, another important technique for motivation and retention.

12. Meet mobility needs by providing for natural movement in the classroom. Permit students to break long assignments into parts and to take small breaks to improve focus.

13. Many globals are not persistent; provide short assignments or give assignments in shorter segments, and provide encouragement for staying on task. Offer variety in learning tasks.

14. Use the powerful new tools of technology, such as authoring software for Internet/public access, Web page development, electronic presentations, desktop publishing, digital video, chat groups and forums, and electronic research via the Internet.

15. Use small group/cooperative learning techniques, such as Team Learning, Circle of Knowledge, Role Play, and Brainstorming. Plan group problem-solving activities.

16. Create a flexible learning environment—accommodate for informal design needs, low light, and sound in the learning environment. This is easier than you think. Ask students for suggestions.

17. Ask kids to "create" games, projects, videotapes, multimedia projects, plays, buttons, collages, and cartoons; the list is endless.

18. Teach problem-solving, conflict resolution skills, teaming, and appropriate social skills.

19. Recognize that all students have different interests, talents, and styles. Support and validate variety and innovation. Give kids choices. Hold them responsible for doing quality work!

By adding these techniques to your "bag of tricks," you are accommodating students' strengths in learning and supporting improvements in student behaviors, grades, and attitudes toward learning.

Style matches are natural strengths. Even if you practiced, would you ever write as well with your right hand if you were naturally left-handed? That is what it feels like to be taught against your style.

Source: *The Cornerstone*, The Curriculum Center for Family and Consumer Sciences, 1998.

Adapting Instructional Material

Enlarge Print and Response Space:
- Utilize individual magnifying glasses.
- Use larger font size.
- Use opaque projector.
- Provide blackboard for written response.
- Provide adequate space for written response.

Reduce Distraction on Page:
- Reduce problems/items on page.
- Frame specific items on page.
- Cover area on page to reduce items.

Highlight/Color-code Material:
- Color-code key words, directions, symbols, and examples.

Utilize Arrows for Directional and Graphic Aids:
- Use a flowchart format.
- Use arrows as cues for following steps and/or moving from lab stations.
- Provide arrows at top of worksheet as a reminder of left to right progression in reading and writing.
- Translate important information into charts, graphs, maps, illustrations, web chart, etc.

Modify Vocabulary:
- Refrain from using unnecessary words and/or information.
- Review key words/complex words prior to lesson/activity.
- Provide student with a list of vocabulary words with synonyms and/or simplified definitions.

Utilize Multi-Media Technology:
- Utilize computer technology.
- Provide written format for taped or oral material (e.g., directions).
- Record assignment; learner response is verbal or written.
- Record passage; learner follows written text.

Provide Organizational Aids for Reviewing Instructional Material:
- Pre-tests
- Performance Objectives
- Outlines
- Key Questions/Study Guides
- Unit/Chapter Summaries
- Post-tests

Source: *The Cornerstone*, The Curriculum Center for Family and Consumer Sciences, 1998.

Adapted from: Sarkees, M.D. and Scott, J.L. (1986). *Vocational Special Needs*. Homewood, IL: American Technical Publishers, Inc.

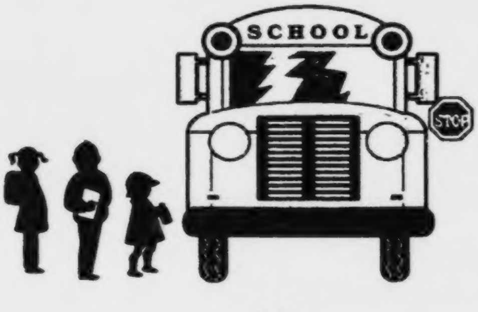
Benefits of Field Trips and Special School Activities

Field trips and special school activities allow for the continuous development of learning skill and for teachers to expand student learning beyond the walls of the classroom into the "real world." Field trips and special school activities have been called "living laboratories" where learning takes place, many times through hands-on experience. Most field trip and special school experiences cannot be duplicated in the regular classroom setting. These activities serve to increase student knowledge and understanding of a subject, as well as to provide an opportunity to develop and enhance a student's societal and citizenship skills.

Field trips and special school activities were once only considered as rewards for good behavior, not as a time of learning. The time spent away from class was considered recreation time and not as a tool for learning. Today, educators are realizing that subject matter, whether written or oral, can literally come alive through sensory images, as in that of a field trip.

Teachers have learned that if a student is reading or studying about a particular subject, field trips and special activities serve to reinforce the learning. Each image created in the mind while reading or studying has little meaning unless the student can associate the words read with images and memories from their lives.

In general, the more detailed the image or connection, the more the material stays in the student's mind. Students tend to think about what they already know and the events that have already happened to them. Students understand the subject matter better if they can connect to what they have already seen or can be shown in a field trip or special school activity.



TA 89a

Field Experience: Utilizing Instructional Strategies

Date: ________________ Subject: ________________________________

Grade level & number of students involved in the instructional strategy: ________________

Description of planned activity

- Briefly summarize the instructional strategy planned for field-site learners.

- At what point in the lesson plan will the instructional strategy be presented?

- What instructional objective(s) does the strategy support?

- What concepts covered in class are applied in the strategy? (i.e., indirect teaching, peer-mediated instruction, critical thinking, meeting the needs of global learners)

Evaluation of field experience

- Did implementation of the instructional strategy go as planned? Explain.

- How did learners respond to the strategy? How well did they understand material presented?

Utilizing Instructional Strategies, cont'd.

- How could implementation of the strategy be improved if you were to use it again?

- What did you learn from the field experience?

Comments from the field-site teacher:

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Factors to Consider When Planning a Field Trip

→ Selection

When choosing a location for a field trip or special event, it is important to carefully research what is being offered and the possibilities of what can be learned. Put in writing a clear educational objective for the field trip. By writing it down, the goals and learning objectivities will become more in focus.

→ Pre-preparation

Depending on the school district's policy, submit a field trip or special event request plan to the principal. If needed, submit a transportation request. Usually, a generic parent permission form is mailed at the beginning of the school year that will cover all field trips, but the teacher needs to make sure this is the case and send necessary forms if needed.

Determine the number of extra adults needed as sponsors for the field trip or special event. The number of adults depends on the class size, the location and technicality of the field trip, and the number of children with special needs who require closer attention and supervision. In recruiting sponsors for the field trip, use the parent newsletter or make personal phone calls. Obtain phone numbers of volunteers in case another contact needs to be made prior to the field trip. Be sure to notify the cafeteria, other teachers, and administrators in the building of the date and time of the field trip or special event.

If booking a field trip or special event on the phone, a teacher should have ready:

- teacher's name, school name, address, telephone number
- number and age of students
- dates and times preferred

It is a good idea to visit the field trip or special event destination in advance in order to adequately prepare the students for the experience.

→ The event itself

Preparation is the key to a successful field trip or special event. The most effective field trips or special events have focused objectives, and students are given a set of questions to answer in written form or to mentally consider during the field trip. Student learning increases and they stay focused during a field trip or special event if they have a specific task to accomplish.

Place students in small groups for the most effective comprehension and understanding. Students who are familiar with the subject of the field trip or special event prior to participation in the actual field trip tend to have higher learning performances than those who are not familiarized. The more a student studies about the subject matter of the field trip or special event beforehand, the more interesting the field trip or special event and the more academically beneficial.

→ Follow-up

Have students write thank-you notes to the organization or individuals that provided the field trip or special event. The field trip or special event will hopefully generate further inquiry into the subject matter. Have students prepare their questions and research information on the particular question. For deeper understanding, lead students to share questions and answers with the rest of the class.

→ Evaluation

Evaluation or assessment of the knowledge learned can be accomplished in several ways. Examples include the following: a written log, test, oral report, visual portrayal of the concept, and journal. Make sure every student who attended the field trip or special event is evaluated.

Planning a Field Trip or Special School Activity

Grade Level __________

Subject Area __________

Educational Objective of the Field Trip or Special School Activity:

____

____

____

▲ Describe in detail each of the following steps for a field trip or special school activity.

1. Selection

2. Pre-preparation

3. The event itself

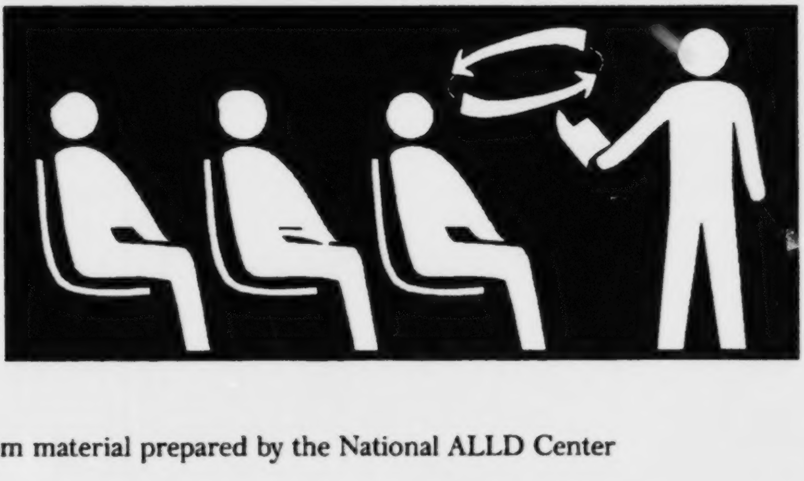
4. Follow-up

5. Evaluation

Feedback may be defined as:

- that mechanism through which the instructor relates to the learner how things are going in the learning process. It is information that learners need in order to understand what it is they are doing effectively and what behaviors need to be changed and improved.

- that component in the instructional process received by the instructor from the learner that provides the instructor with information about the effectiveness of his/her teaching performance.



Excerpted from material prepared by the National ALLD Center

Guidelines for Providing Feedback to Learners

- Establish a climate of trust, in which learners expect and welcome feedback. Let learners know that the purpose is to facilitate their learning.
- Provide frequent feedback on a consistent basis. This not only enhances learning, but it reduces anxiety by making feedback a regular part of classroom interaction.
- Be as positive as possible, even when improvement is needed. Practice positive responses, and look for ways to encourage learners who need to correct performance. Use descriptive, nonjudgmental language.
- Provide timely feedback. Let learners know how they are doing as immediately as possible after performance.
- Be specific. Give clear, precise, and useful information.
- Provide feedback at the learner's level. Use language easily understood by learners.
- Provide constructive feedback. When improvement or correction is needed, feedback should make it clear to learners how that can be accomplished.
- Provide feedback whenever possible on an individual basis. Provide corrective feedback privately.
- Follow-up on feedback. Make sure the learner knows how to correct any problems identified. Check back later to monitor progress.
- Strive for self-evaluation and self-correction by learners. The ultimate goal is to help learners monitor their own progress and make corrections or seek assistance when needed.

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Kidwatching

◆ An important characteristic of effective teachers is *kidwatching*, a term coined by Yetta Goodman (1978). Kidwatching involves studying or watching students carefully and then using that information to create a better classroom. Teachers who practice kidwatching take what is known about a student and what interests a student and use that information to structure learning. Teachers kidwatch by watching, listening, and tape recording students during classroom activities. Kidwatching can also be accomplished by having the teacher encourage students through writing in their journals, notebooks, or logs. The teacher records classroom discussions, small group interaction, and one-on-one discussions of students.

Teachers note differences in students, student likes and dislikes, attitudes, and preferences of students. These documents tell the teacher about the student from a learner's perspective. For instance, if a class is studying the ocean and many students seem to be interested in sharks, the teacher encourages that group to explore sharks. Another group of students in the same classroom studying the ocean may show a keen interest in the coral reef and the teacher allows this group to delve further into this topic. Kidwatching often turns a classroom into several small groups researching on similar but different topics.

When the students realize the teacher is thinking about what they are thinking and how they are learning, then students make a conscious effort to become learners. Kidwatching teachers come to know and care deeply about their students. In such an atmosphere, students begin to wonder out loud and question more in the typical classroom setting. Students feel valued for their opinion and trust that what they say will not be ridiculed.

Students' Rights

(author unknown/adapted)

I have a right to be treated kindly in this room:
This means that no one will laugh at me or hurt my feelings.

I have a right to be myself in this room:
This means that no one will treat me differently because I am
Black or white,
Fat or thin,
Tall or short,
Boy or girl.

I have a right to be safe in this room:
This means that the environment has been structured to promote safety.
It means that no one will
Hit me,
Kick me,
Push me,
Or hurt me.

I have a right to hear and be heard in this room:
This means that no one will
Yell,
Shout,
Interrupt,
Or make loud noises.

I have a right to learn in this room:
This means that I will be free to express my feelings and
opinions without being interrupted or ridiculed.

SAFETY FIRST

School districts have predetermined policies established for handling emergencies. These policies are carefully crafted beforehand so that detailed consideration has been given to the safety of the students. All staff must know and understand the emergency policies and procedures. Teachers need to know, understand, and follow all of the emergency, safety, and sanitation procedures for their school district. Keys to controlling emergencies include:

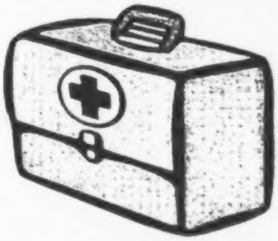
- Awareness
- Protection
- Response

SAFETY
FIRST!

Examples of Emergency Situations

- **Fire-Related Emergencies**

- **Weather-Related Emergencies**
  - Tornado Watches/Warnings
  - Severe Thunderstorms and Lightning
  - Earthquakes
  - Blizzards/Snow Storms/Ice Storms
  - Hurricanes
- **Utility Interruptions and Emergencies**
  - Electric Power Failure
  - Water Main Break
  - Gas Line Break
- **Health Emergencies**
  - Injury
  - Serious Illness
- **School Violence or Terrorist Act**
  - Bomb Threat
  - Nuclear Emergency
  - Biological Warfare
  - Hostage Takeover



- **Other . . .**

Using Story Books To Prepare Students For An Emergency

Many teachers in all grade levels are using story books or picture books, especially in the area of nonfiction text, to relay important information. For example, books dealing with weather are listed below. Lead students to discuss how a children's book could be used to teach concepts on weather to learners of all ages. Assist students in preparing a short outline of the weather-related book for discussion with the learners following the reading.

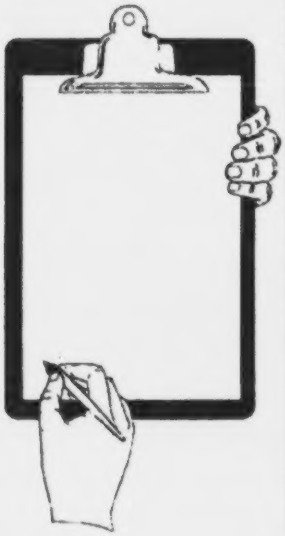
Note: The story books are being used by teachers at all grade levels as a means of introducing a subject, relaying technical or nonfiction information in a creative manner, or for sparking further interest in a subject.

Books for Blizzards:
- *Blizzard: The Storm That Changed America,* Jim Murphy
- *Blizzard (A Disaster! Book),* Christopher F. Lampton
- *The Blizzard of the Millennium,* Kevin Kremer

Books for Lightning and Thunderstorms:
- *Flash, Crash, Rumble, and Roll,* Franklyn Mansfield Branley
- *The Story of Lightning & Thunder,* Ashley Bryan
- *The Weather Channel Presents: Lightning! & Thunderstorms,* Mike Graf

Four Instructional Domains

1. Planning and preparation
2. Structuring classroom environment
3. Instruction
4. Professional responsibilities



Teacher Characteristics that Promote An Effective Learning Environment

TOLERANCE
CARING
HONESTY
FAIRNESS
WARMTH
COMPASSION
OPENNESS
FRIENDLINESS

- Exhibits warmth
- Exhibits caring
- Exhibits friendliness
- Exhibits openness
- Exhibits compassion
- Exhibits tolerance
- Exhibits honesty
- Exhibits fairness
- Exhibits enthusiasm
- Exhibits cheerfulness
- Exhibits an energetic approach to people and events
- Exhibits appropriate use and enjoyment of humor
- Exhibits comfort in using and following authority
- Maintains composure under stress
- Exhibits quick, disciplined reactions in difficult situations
- Avoids exhibiting prejudice and favoritism
-
-
-
-

Excerpted from Student Competencies, Career Paths for the Teaching Professions, Discussion Draft. Ohio Department of Education, Office of Career-Technical and Adult Education. April 2001.

Group Member Styles

CONTRIBUTOR:

- task-oriented team member
- enjoys providing team with good technical information and data
- pushes the team to set high performance standards
- most people see the contributor as dependable

COLLABORATOR:

- goal-directed team member
- flexible and open to new ideas, willing to pitch in and work outside defined role
- able to share the limelight with other team members
- most see the collaborator as a "big picture" person

COMMUNICATOR:

- process-oriented team member
- an effective listener and facilitator of involvement, conflict resolution, and consensus building
- helps build an informal relaxed climate
- seen by others as positive "people" person

CHALLENGER:

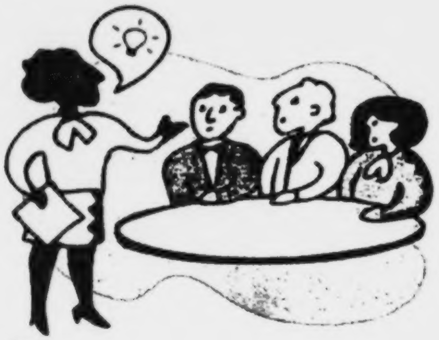
- member who questions the goals, methods, and even the ethics of the team
- willing to disagree with the leader
- encourage the team to take well-conceived risks
- most people appreciate the value of the challenger's candor and openness

Adapted from Glenn M. Parker, *Team Players and Teamwork*

Productive Team Behaviors

Members listen.

Work at understanding what others are saying.
Ask others to repeat and clarify.
Paraphrase.
Ask if heard correctly.



Members make sure things are said clearly.

Elaborate.
Give illustrations.
Ask listener to paraphrase.
Repeat and restate to ensure correct reception.

Members contribute to an awareness of the group's process.

Call attention to what is happening in the group.
Invite others to give their opinions and perception of what is going on.

Members keep alert to ways in which they can support others in the group.

Ask helpful questions.
Synthesize what is said.
Use humor to help the group move along.

Members help the group by using a diagnostic approach.

Understand why things have happened and offer observations and suggestions.

Members operate as full members of the group.

Encourage quieter members.
Bring the group back to task at hand.
Organize "who will do what, when."

Members contribute to productive goals setting and decision making.

Restart the group by suggesting tasks or goals.
Add information on ideas presented.
Check the whole group to see how much agreement is reached.

Styles of Discipline

Authoritarian/Autocratic

Teachers exert control and authority by establishing specific guidelines, rules, and standards that must be followed by the student.

Democratic

Teachers clearly define the limits of the student's behavior and allow the student to make decisions within those limits. Teachers are authoritative, as opposed to excessively authoritarian or extremely permissive.

Permissive

Opposite of authoritarian, teachers exert little control or guidance over the student.

Analyzing and Applying Classroom Management Techniques

Analysis

Answer the following questions to analyze information on pages 68-69 *of Reaching to Teach*.

1. Define the terms *classroom management* and *discipline*. How do the two practices differ?

2. Why might democratic classrooms have fewer discipline problems than classrooms with authoritative or permissive structures?

3. How does preventive planning reduce discipline problems in the classroom?

4. What four common behaviors have been found in teachers who managed their classrooms successfully?

5. How do classroom rules and classroom procedures help prevent discipline problems?

Analyzing and Applying Classroom Management Techniques, cont'd.

Application

Apply information from the assigned reading by responding to the following instructions.

1. Describe one example each of classroom management and discipline that you have observed in the field-site classroom or in your own education experiences.

2. Describe a learning experience you have observed or presented in the field-site classroom that exemplified a democratic classroom.

3. Give an example of a time when preventive planning helped you feel more "in control" when participating in a field experience.

4. Give two examples of teacher-learner interaction you have experienced or observed that reflects one or more of the four teacher behaviors cited by Kounin in the assigned reading.

5. On a separate sheet of paper, compose a set of general classroom rules that would be appropriate for learners in your field-site classroom.

Conflict Resolution Strategies

Using Conciliatory Gestures
Often two conflicting students or student groups will come to an impasse. When communication ceases, conflict cannot be resolved. At this point in the conflict, a conciliatory gesture can be of tremendous value. A conciliatory gesture can be as simple as a smile or kind word, or it can be as complex as a concession. Conciliation is the process whereby one side of the conflict initiates a gesture of good faith in the hope that the other party will reciprocate with a similar type of gesture. The intent is to move both conflicting parties toward decreased tension and increased communication and, eventually, cooperation and conflict resolution.

Avoidance
Avoidance is a conflict resolution strategy that is overused not only by students but by adults as well. It can be helpful, however, in some situations. For instance, if two students in a classroom are having real difficulties getting along, teaching them the technique of "just don't go there" or helping them maintain a greater distance may help the overall classroom environment. Be aware, however, that ignored conflict often mushrooms into deeper conflict, so this strategy should be used with caution when the situation seems to warrant.

Altering the Group Structure
In a classroom, altering the group structure may mean changing the physical space in order to separate two conflicting students, changing a student's schedule, or even changing a teacher's job responsibilities. Like the strategy of avoidance, this strategy may sometimes just push the conflict out of sight temporarily, only to have it return with increased intensity.

Appealing to a Higher Belief or Value
When conflict seems irresolvable, sometimes focusing on an overarching goal or belief will help resolve conflict. For example, two teachers involved in interpersonal conflict may decide to put their differences aside in order to do what is best for students. Developmental levels have a great deal to do with how effective this strategy may be with students. A very young student may not be able to use this strategy, whereas a teacher may appeal to older students to work for the greater good of all.

"I Need You and You Need Me"
This strategy helps individuals understand how two conflicting students or student groups may have resources that, when shared, will help each side achieve its own goals and interests. In the classroom, this strategy helps students realize the value of others. For instance, a student who is strong in math can tutor a fellow classmate in return for help with making jump shots.

Direct Order
A direct order is a conflict resolution strategy that is often overused by teachers. With a direct order, there is no input sought from the conflicting students. Without input, most conflicts will not be completely resolved and will reappear. However, the direct order is useful when resolution is needed immediately, such as with a physical fight, and when the person making the order is accepted as an authority figure by conflicting students.

Conflict Resolution Strategies, cont'd.

Communication

It may be obvious to say that communication is needed to prevent and resolve conflict. Yet, many conflicts occur because of poor communication. To be effective, a communicated message must be sent in a clear and concise manner. Teachers must determine the best way to communicate their intended messages, and then obtain feedback from the receivers to determine if it was received and interpreted in the manner intended. [Refer to TEKS 4 for a review of effective communication skills.]

Seeking Additional Information

Seeking additional information is a good way to keep from overreacting to misinformation. Misinformation and rumors are everywhere. Many students have become angry or upset over something that they thought was said or done, but when the truth was known, the perceived event never occurred or occurred under conditions that were acceptable. Many student conflicts can be resolved through this strategy. When teachers encounter the "He said-She said" conflict, they should immediately seek the facts.

Outside Intervention

Sometimes conflict becomes so intense that an outside perspective is needed. Outside intervention means involving a third party who can help negotiate, arbitrate, or just offer wise council with regard to the conflict. When teachers are involved in conflict or conflict is occurring in the classroom, their school administrators or counselors may be good resources to contact. Teachers whom students trust may find themselves providing a third-party perspective.

Compromise

Compromise is a strategy that allows the conflicting students or groups of students to meet halfway. In other words, each side gives up part of what he or she wants in order to resolve the issue. In a compromise, it is important that both parties give equally or resentment and further conflict will result. Teachers may be asked to help discover and mediate what compromises will work.

Expanding or Developing New Resources

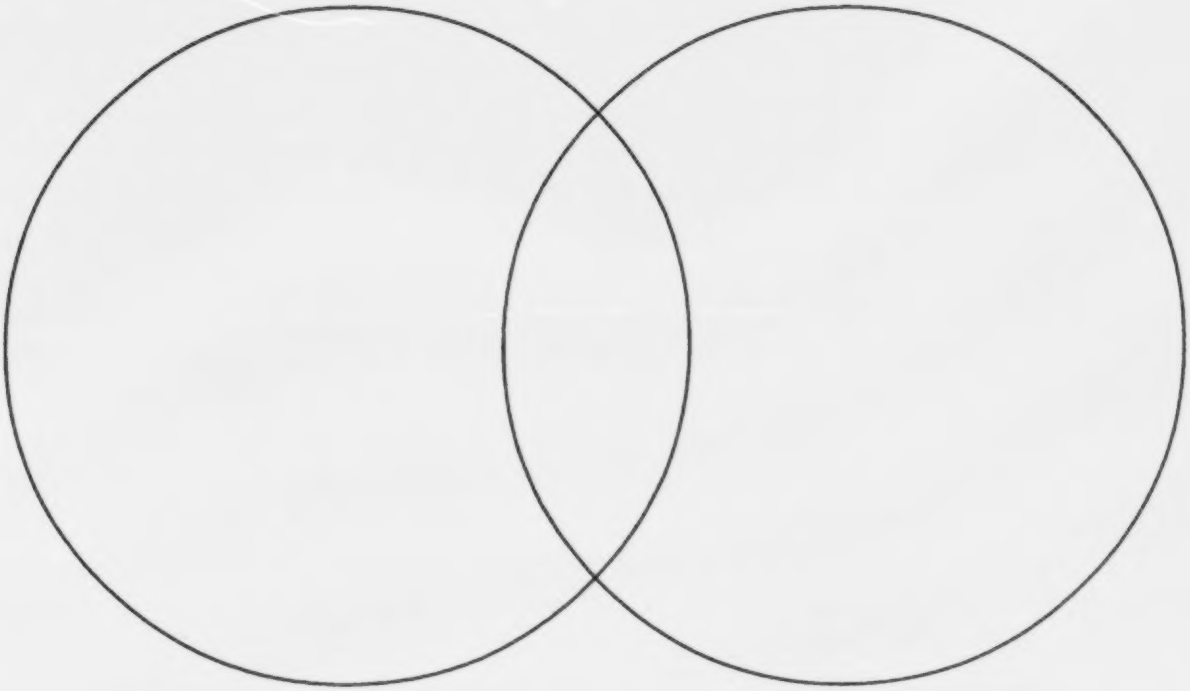
Conflict often occurs when resources are scarce. When scarcity occurs, individuals begin to scramble to get their fair share. When they come up empty-handed, conflict occurs. This issue can be resolved by expanding the current resources or by developing new resources. Teachers need to be creative in developing new resources.

Democratic Vote

A school is planning a fall festival, and each class is asked to host an activity in their classroom. In order to choose an activity, the teachers ask for suggestions and then allow the class to vote on its favorite. This is an example of resolving conflict through democratic vote. It is a "majority-rules" strategy, in which a vote is taken of all the students or members of the conflict. The vote can be written, hand-raised, or verbal. The group with the most votes wins.

From *Becoming a Teacher in Texas, A Course of Study for the Professional Development ExCET* 1st edition by Henry/Nath. © 2001. Reprinted with permission of Wadsworth, a division of Thomson Learning: *www.thomsonrights.com*. Fax (800) 730-2215.

Venn Diagram

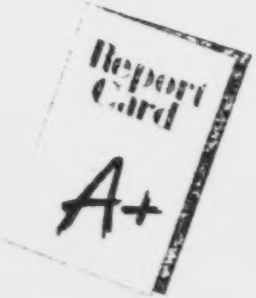


Purposes of Assessment

- To assess learner growth and progress
- To provide feedback to learners
- To motivate learners
- To determine where changes are needed in teaching strategies
- To determine concepts that need re-teaching
- To provide feedback to parents or guardians
- To provide documentation for administrators, funding agencies, and state departments of education
- To assess a teacher's abilities as an educator
- To document the need for change in curriculum or implementation strategies
- To justify continuation or implementation of a program
- To report on learner achievement to those at higher levels of education so determinations can be made of the learner's readiness to proceed to the next level

Source: Chamberlain, V. and Cummings, M. (2003) *Creative Instructional Methods*. New York, NY: Glencoe/McGraw Hill.

Assessment as Part of the Learning Process



Assessment should be:

- thought through up-front
- used throughout the learning process to solicit feedback and adapt instruction (formative evaluation)
- used at the end of an instructional segment (summative evaluation) to assess learning, determine grades, determine needs to re-teach, and determine where to go next

Thus, assessment considerations are ongoing; they complete one cycle of instruction and initiate the next.

Assessment Methods

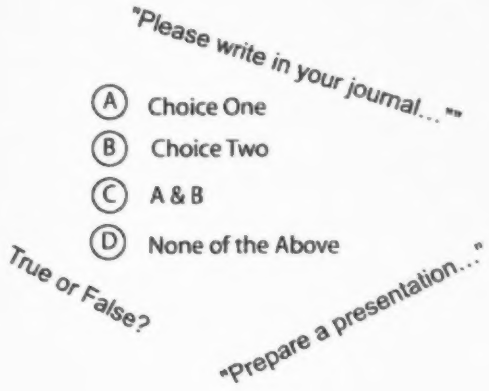
The following assessment methods are organized according to the types of reponses that are to be assessed. This is not an exhaustive list, but should provide a springboard to utilizing multiple assessment methods. These models can and should be presented in a variety of ways including orally and by computer.

* **Selected Responses** - Selected response methods require students to choose from given responses. Selected responses include methods like true/false, multiple choice, matching, keyed surveys, and, to a certain extent, fill-in-the-blank.

* **Observable Responses** - The responses expected in these assessments are directly observable responses. As the name suggests, these assessment methods depend on direct observations of students at work and are especially well suited when assessing the ability of the student to correctly use equipment or complete hands-on tasks. The easiest method of assessing observable responses is probably a checklist.

* **Constructed Responses** - Constructed or free-response assessment models require students to develop their own responses. The responses include structured interviews, informal interviews, essays, performance tasks, short hands-on tasks, and open-ended science investigation tasks.

* **Collections of Responses** - These assessment models require students to have several responses or products. All stakeholders should view the work of students, as well as single test scores, as part of their assessment system. Single test scores are faster to view and seemingly easier to understand, but they cannot provide the complete picture that a spectrum of student work can offer. These assessments include portfolios, journals, logbooks, and reflections on learning.



Source: *www.tenet.edu/gamma/teks/science/assessment/methods/index.html*
Science TEKS Toolkit, Charles A. Dana Center, University of Texas at Austin.

How Should Assessment Methods Be Chosen?

When choosing assessment methods, many questions need to be answered. The following list is not exhaustive, but can act as a starting point for evaluation of assessment systems.

- What is the purpose of the assessment?
- Will the results help students?
- What TEKS are to be assessed, and how much emphasis is to be placed on each?
- How will the assessment show that students have acquired the knowledge and skills they are learning?
- How will the assessment show the amount of progress students have made?
- Is the purpose of the assessment clear to students, teachers, and other stakeholders?
- Are multiple forms of assessment used in the assessment system?
- Are the assessment tasks engaging?
- Is the information collected worth the effort?
- Can the results be reported in understandable terms?
- Can reliable scoring be completed in a timely fashion?
- Can the assessment instrument be administered to the number of students in the program in the time allotted?

Source: *www.tenet.edu/gamma/teks/science/assessment/methods/faq.html*
Science TEKS Toolkit, Charles A. Dana Center, University of Texas at Austin.

The Process of Classroom Assessment

1. Determine the learning goals or objectives to be assessed.

2. Select an appropriate assessment method.

3. Develop and implement the assessment.

4. Analyze resulting data and share results with students.

5. Respond to the data.

Test Construction Guidelines

- When writing test questions, keep a tally to be sure the content and objectives being assessed are covered proportionately. Also be sure test questions match the behavioral level of the objectives being assessed. This helps to ensure that assessment is aligned with objectives and instruction.
- Use only two or three different types of test items on a test, and group similar types of test items together. This keeps learners from having to shift mental gears multiple times. For instance, one test might consist of multiple-choice, true-false, and short-answer questions. Another might include matching and essay questions.
- Construct the test so that questions progress in difficulty, beginning with easier, less complex questions. This helps learners experience initial success that may motivate them to proceed through the test with a more positive attitude.
- Word test items and directions clearly and concisely. If learners have to struggle with vocabulary, the assessment may not accurately represent what they actually know about the content. **Hint**: It helps to have someone else read the directions and items.
- Avoid using negative statements in a test, which can create confusion. If doing so is necessary, emphasize the negative word by underlining it.
- Allow an appropriate amount of space for students to respond with handwritten answers.
- Format the test to simplify scoring. For instance, for objective questions, place the answer line to the left of items.

Adapted from Chamberlain, V. and Cummings, M. (2003) *Creative Instructional Methods*. Chapter 7, Assessment.

DESIGNING A PROFESSIONAL PORTFOLIO

• Planning

What is the main purpose in creating this portfolio?
Who is the audience that will be seeing the portfolio?
Who are the primary readers?
What do the readers believe and know about the teaching field?
What are the most significant accomplishments in your career thus far?
How will you showcase what you have done?
What documentation will you provide to reinforce your portfolio?

• Shaping and Organizing

Does each piece in the portfolio reflect your expertise being exhibited?
Are the pieces in the portfolio clear, organized, and easy to read?
Is the portfolio visually appealing to the eye?

• Assessing and Refining

Does the portfolio give the reader a sense of who you are as a teacher?
Will the evidence presented in the portfolio be convincing for this audience?
Are all of the claims and evidence offered for teaching relevant?

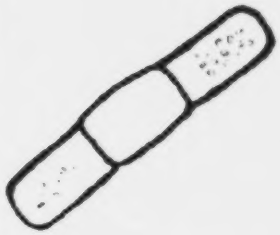
Sample Job Expectations of Teachers

- Be proficient in the use of instructional strategies.
- Be proficient in the use of curriculum materials.
- Be proficient in the use of classroom management techniques.
- Understand the developmental levels of students.
- Understand how such factors as student backgrounds, attitudes, and learning styles can affect achievement.
- Equalize educational opportunity for students.
- Maintain high professional standards.
- Help all learners succeed.
- Promote students' academic progress.
- Promote students' social development.
- Promote students' emotional development.
- Promote students' moral development.
- Safeguard students' health and well-being.
- Address social problems.
- Address risk factors that affect student success.

TA 115

Signs of Child Abuse

Fr**A**ctures
Burns
Inj**U**ries
Brui**S**es
Lac**E**rations



Aba**N**donment
Un**E**qual Treatment
Harsh Lan**G**uage
Withdrawa**L**
Exposure
Lack of **C**oncern
Dir**T**y Clothing

Effects of Child Abuse Include . . .

Developmental Delays

Learning Disabilities

Inability to Trust Others

Low Self-Esteem

Personality Disorders

Aggressive or Hostile Behavior

Depression

Substance Abuse

Wounds and Injuries

Medical Disorders

Death

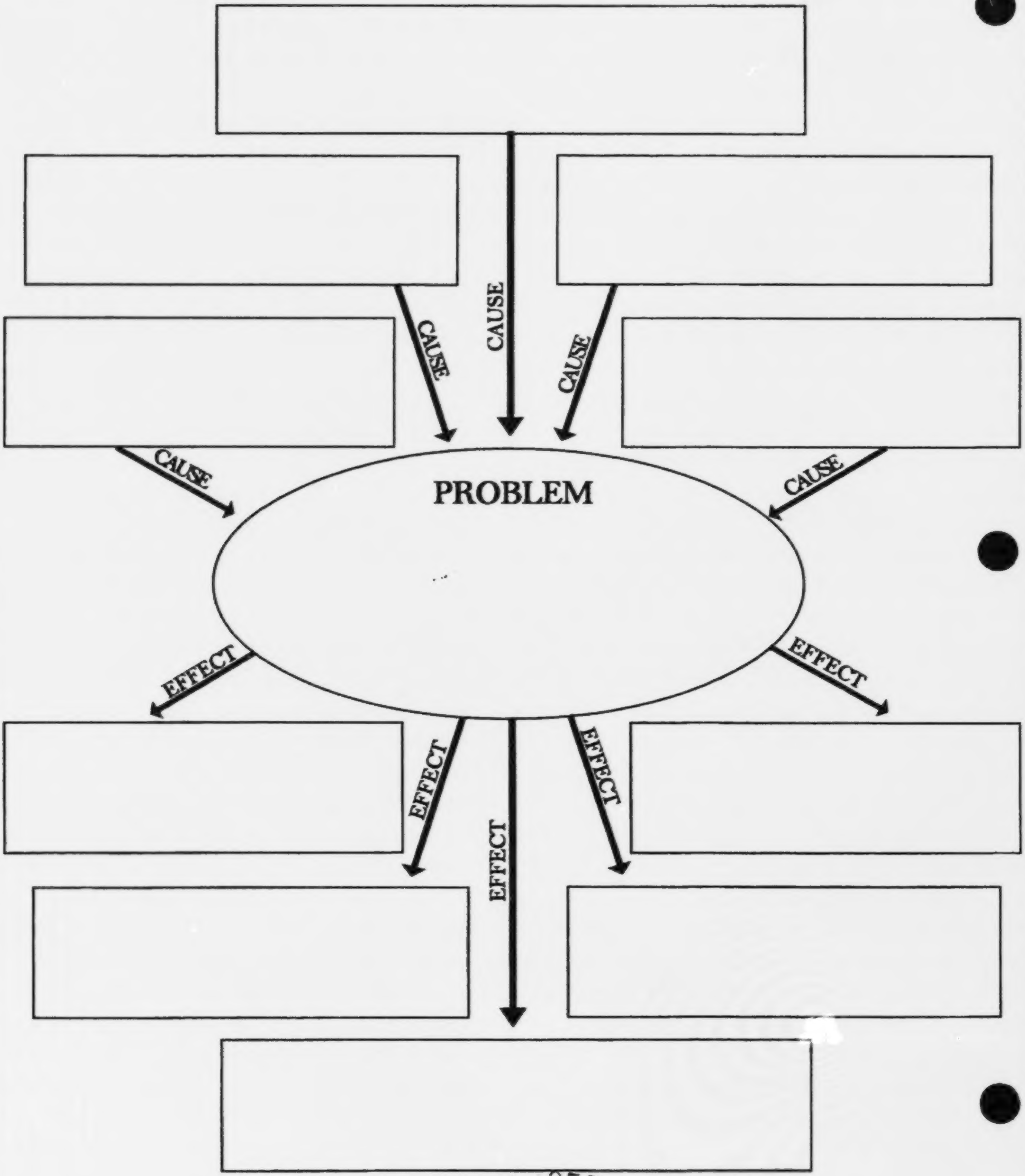
PARENTS WHO ABUSE THEIR CHILDREN

◆ The following characteristics may apply to abusive parents:

- unrealistic expectations of child's abilities
- low self-esteem
- marital problems
- abused themselves
- very sensitive to rejection
- emotionally deprived during childhood
- low frustration level
- money problems
- lack understanding of child development
- think child should fulfill their needs
- isolated from others, have no one to help in stressful times
- strong belief in physical discipline as a necessity
- immature and insecure
- abuse alcohol and other drugs

TA 118

CAUSE AND EFFECT WEB


CAUSE
CAUSE
CAUSE
CAUSE
CAUSE
PROBLEM
EFFECT
EFFECT
EFFECT
EFFECT
EFFECT

Role of Teachers

Teachers Can Help Identify Child Abuse and Neglect

Observer
Teachers should be aware of the physical signs of child abuse and neglect, as well as changes in behaviors and relationships with peers. Sometimes it is hard to determine what is different, but remember if it doesn't seem right, it usually isn't.

Listener
Teachers should listen to what children say. They may speak directly to you or a friend, but they may also speak through play, school work, or their reaction to books they read.

Reporter
On occasion, your observations of a child or parent may lead you to suspect child abuse. As a teacher/staff member, the law requires you to make a report. The Child Abuse Hotline is 1-800-252-5400. Calls are answered 24 hours a day, seven days a week. Note: Other states may use (512) 834-3784 to report abuse or neglect that has occurred in Texas.

Role Model
Children need adult role models who provide them with positive, nurturing reinforcement of their own worth. Teachers and other staff in the schools are in a unique position to be such models. Their behaviors and actions are constantly seen by children and may provide a basis for learning.

Advocate
Services for abused children may be limited in your area. The educational system may have or know of valuable resources in the community that could be shared. Remember, child abuse prevention is a community issue. Connect yourself with others who share your concern. Groups include: CASA; Advocacy Centers; Family PRIDE Councils; Community Coalitions; child welfare boards; Foster Parent Associations; and Greater Texas Community Partners. As an advocate, you can make a difference in the child's life and demonstrate that there are adults who care.

Source: *www.itsuptoyou.org* (Tips and Ideas, Tips for People Who Work with Children, Role of Teachers)

TA 120

Stressors That Affect Students

Rate the level of effect from 1 to 5 with 1 indicating a mild effect and 5 indicating severe effect.

		Age of Student			
		Preschool	**Elementary**	**Middle/Jr.High**	**High School**
Stressors/Problems	parents' divorce				
	remarriage				
	loss of parent's job				
	health problems				
	death of someone close				
	poverty/financial difficulties				
	lack of adult guidance				
	latchkey children				
	violent or obscene music or movies				
	crime and violence				
	gangs				
	teen pregnancies				
	STD				
	illegal drugs				
	alcohol				
	tobacco				
	depression				
	suicide				
	eating disorders				
	physical abuse				
	emotional abuse				
	runaway				
	new school				

Business Letter Format

Edge of paper

Edge of paper

2" Margin

Heading

Sender's Street Address–Number & Street

City, State Zip

Date

Name of Addressee

Street Address–Number & Street

City, State Zip

Inside Address

1" Margin

1" Margin

Greeting

Dear ____________________ :

Body

A business letter uses a formal style and follows a specific pattern. This is the type of letter that might be used to request information or complain about a product.

In writing a business letter, be direct, clear, and courteous. State your purpose or request at the beginning of the letter and communicate your information in a manner appropriate to the situation. The grammar, vocabulary, and tone of this letter should be concise and formal. The audience needs to be able to read the letter quickly and understand the message that the writer is sending.

Closing Sincerely,

Signature *Sign your signature here*

Type or print your name here

Use a simple font, such as Times or Arial, in a 12 point size.

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Professional Development Opportunities

- seminar – a meeting for giving and discussing information
- workshop – a brief, intensive educational program for a relatively small group of people that focuses on techniques and skills in a particular field
- meeting – an act or process of coming together as an assembly for common purpose
- conference – meeting of two or more persons for discussing matters of common concern
- continuing education – formal courses of study for adult part-time students
- lifelong learners – lasting or continuing to learn throughout life
- in-service – going on or continuing while one is fully employed as in teacher education workshops
- convention – **1 a:** agreement, contract, **b:** an agreement between states for regulation of matters affecting all of them, **c:** a compact between opposing commanders, especially concerning prisoner exchange or armistice, **2 a:** the summoning or convening of an assembly, **b:** an assembly of persons met for a common purpose, **3 a:** usage or custom, especially in social matters, **b:** a rule of conduct or behavior

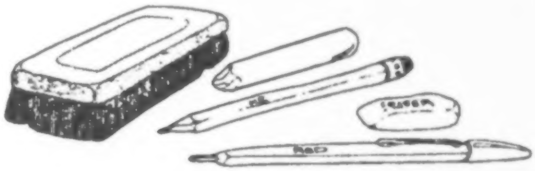
PTAs, PTOs, and PATs

◆ Most school districts have either a PTO (Parent-Teacher Organization) or a PTA (Parent-Teacher Association). The difference in a PTO and a PTA is that the PTA is affiliated with a national group and is required to pay dues to the national office, while a PTO is locally organized and operated with all funds staying at the local level. Similar to the local PTO is PAT (Parents and Teachers). These are three common names of school organizations involving parents. Names of organizations may vary among schools.

These organizations serve as a communication tool between parents and the school. They are a means by which parents can learn about and participate in volunteer opportunities in the classroom or the school.

Examples of activities in which many parent organizations are involved include the following:

- Teacher Birthday Cards
- Certificates for A or B honor roll; Perfect attendance
- Fall/Spring Carnival
- Drug-Free Week
- Christmas sales
- Book Fair
- Teacher/Nurse/Secretary Appreciation Day
- Student Birthday Cards
- Collecting School Supplies for Children in Need
- Funding Special Teacher Supplies
- Assisting in the purchase of a large item for the school, such as a marquee, laminator, or die-cut machine.



TA 124

Community Resources

Directions: Some problems and needs of individuals are listed in the left-hand column below. Look over the list, and match each problem or need with the correct sources of help. You may use the names of the resources more than once.

→ Examples of Problems and Needs of the Family

_____ 1. Care of young children
_____ 2. Family recreation
_____ 3. Family health service
_____ 4. Meals for disabled or older adults
_____ 5. Job training for young adults
_____ 6. Decent place to live
_____ 7. Young adults in trouble with the law
_____ 8. Care for frail older adult or disabled adult
_____ 9. Terminal illness of a family member
_____ 10. Immunizations/health care for young children
_____ 11. Job training for an adult with a disability
_____ 12. Alcohol problem
_____ 13. Abuse of children
_____ 14. Activities for youth
_____ 15. Disagreements with landlords
_____ 16. Problem with a purchase from a store
_____ 17. Inadequate food supply
_____ 18. Missing a child
_____ 19. Clothing for a job interview
_____ 20. Victim of violent crime

→ Examples of Resources

a. Alcoholics Anonymous
b. Area Vocational School
c. Better Business Bureau
d. Child Protective Services
e. Clothing Closet
f. Child Care Center
g. Food Bank
h. Girl or Boy Scouts
i. Health Clinic
j. Hospice
k. Housing Authority
l. Legal Aid
m. Local Churches
n. Local Law-enforcement Agency
o. Long-term Care Facility
p. Meals on Wheels
q. Sheltered Group
r. Support Group
s. YMCA or YWCA

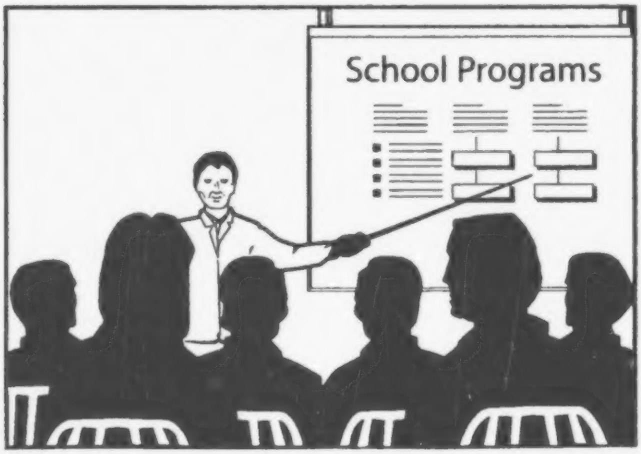
Adapted from West Virginia Parenting Education Curriculum. Ripley, West Virginia; Curriculum Technology Resource Center, 1990.

Involving Society on Committees

Various types of committees perform specialized functions related to school operation and special projects. For example, teachers may utilize a committee to plan special activities and end-of-year functions.

Elementary, middle, and high schools usually have a site-based committee. The site-based committee is made up of representatives from grade level teachers, administration, and the community. Representation from this group is critical for schools since the decision for funding for programs comes from taxpayer dollars.

Explain to students that in order to insure that the committee represents the whole community equally, different types of people should be on the committee. Examples include male and female, age variances, individuals with disabilities, and racial and ethnic representation reflective of the community in which the school is located.



Establishing an Advisory Committee

▲ An advisory committee contributes to the success of the family and consumer sciences teacher preparation program. Careful selection of members must take place to ensure the committee's effectiveness. A close relationship between the school and field-site participants in the community is vital.

Membership

An effective advisory committee includes a representation of stakeholders and the community population. Suggested composition includes the following:

- Include five to nine members who may serve single or multiple year terms; if using multiple year terms, staggering when the terms begin will maintain continuity and level of experience.
- Include elementary, middle, and high-school level personnel who can provide information on
  - — the need for trained teachers in the respective schools
  - — expectations the school board has for teachers in their school
- The committee should include at least one or two field-site teachers who are directly involved with student trainees.
- Include a school administrator, such as the career and technology administrator, principal, or assistant principal. This committee member can aid in interpreting the educational objectives and policies of the course. Usually, only one school administrator would serve in any one year.
- Other committee members may include parents/guardians, students, recent completers of family and consumer sciences teacher preparation courses, representatives of business organizations, such as the Chamber of Commerce or other service organizations, media representatives, and career and technology counselors. These members can help identify services needed, identify available resource materials, and publicize the course.
- The committee should have an appropriate representation of both genders and should reflect an appropriate balance of the racial and ethnic composition of the community and the region served by the committee.

Establishing an Advisory Committee, cont'd.

Meetings

- Notify members of the meeting date, time, and location by mail at least two weeks prior to the scheduled date of a meeting; request that members respond indicative to whether they plan to attend. Follow-up with a telephone call one week in advance.
- Limit the length of the meeting to two hours or less with a pre-approved agenda and a designated timekeeper.
- Follow rules of parliamentary procedure during meetings. The latest edition of Robert's Rules of Order could serve as a guide.
- Establish written bylaws and recommended practice.
- Disseminate minutes of the meeting within one week.

Functions of the Advisory Committee

- Conduct program evaluation.
- Secure resources.
- Recommend guest speakers.
- Project the impact of educational trends on the family and consumer sciences teacher preparation program.
- Market the program in the community.
- Assist with student recruiting efforts.
- Assist with field-site placements.
- Assist with ad hoc projects, such as scholarships, special events, etc.
- Network and serve as advocates for the program.

Defining Educational Technology

Proposed ETCC Definition

- Technology refers to multimedia computers and related peripherals; instructional, productivity, and classroom management software; Internet browser, and web-based tools; assistance and adaptive devices; network infrastructure; facilities; telecommunications systems and services; and other related equipment.

Expanded ETCC Definition

- Multimedia computers (interactive voice, video, and data) and related peripherals (scanners, printers, digital cameras, smartboards, and other input, display, and storage devices); instructional (curriculum based), productivity (word processing, database, spreadsheet, graphics, presentation, and publishing), and classroom management (planning tools, gradebook) software; Internet browser, and web-based tools (e-mail, search engines); assistance and adaptive devices (for special-needs users); network infrastructure (cabling, electronics); facilities (electricity, furniture designed for technology/computer use, security); telecommunications systems and services (Internet access, videoconferencing); and other related equipment.
- Computers and other related electronic tools for creating, accessing, manipulating, utilizing, communicating, and publishing information during the learning process.
- Hardware, software, network infrastructure (cabling, electronics), facilities (electricity, furniture, security), telecommunications services (internet access, distance learning) and other related equipment.
- Multimedia computers (interactive voice, video, and data) and related peripherals (scanners, printers, digital cameras, and other input and storage devices), instructional (curriculum based) and productivity (word processing, database, spreadsheet, presentation and publishing) software, internet browser, and web-based tools.
- Pervasive computing - computing, connectivity, and communications technologies connecting small multipurpose devices, linking them by wireless technologies.
- Broadband access - refers to the transmission of large amounts of data electronically, wired, or wirelessly. The more powerful the capability to transmit data, the richer the online experience.

Source: Educational Technology Coordinating Council Web site: *www.etcc.state.tx.us/other/definition.html*

TECHNOLOGY APPLICATIONS STANDARDS FOR ALL BEGINNING TEACHERS

I. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

IV. All teachers communicate information in different formats and for diverse audiences.

V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Source: State Board for Educator Certification
www.sbec.state.tx.us

TA 129

Internet Terminology

AUP	*Acceptable Use Policy*; a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use
Bookmarks	a list on your computer of your favorite Web pages
Browser	a special software program used to navigate the World Wide Web
Download	to copy information from another computer (Note: Upload means to send information to another computer.)
E-mail	Electronic mail; exchange of messages with people around the world over the Internet
FAQ	*Frequently Asked Questions*; files containing common questions asked and their answers
Home Page	the first page you see when you start your Web browser
HTML	*Hypertext Markup Language*; programming language used for creating Web pages
Hypertext	text on a Web page that contains links to other Web pages
Internet	the global computer network that connects millions of computers
ISP	*Internet Service Provider*; a company that provides access to the Internet through a phone line
Netiquette	rules of conduct for Internet users
URL	*Uniform Resource Locator*; the address used to locate a specific Web page
Web Page	a document stored on a computer that contains information and possibly graphics, sound, and even movies
Web Site	a university, government agency, or company that stores Web pages that you can view
WWW	World Wide Web; an Internet system that offers vast amounts of information

GUIDELINES FOR A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

Disagreement:

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**

2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.

3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.

4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.

5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.

6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.

7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.

8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.

9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

The Technology Literacy Challenge: Four Pillars

At the beginning of 1995, President Clinton identified the following four major pillars to guide the nation's technology literacy agenda:

1. Provide access to modern computers for all teachers and students.
2. Connect every school and classroom in America to the information highway.
3. Develop effective and engaging software and on-line learning resources as an integral part of school curriculum.
4. Provide all teachers the training and support they need to help students learn through computers and the information superhighway.

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DIFFERENT TYPES OF SCHOOL COMPUTER ORGANIZATION

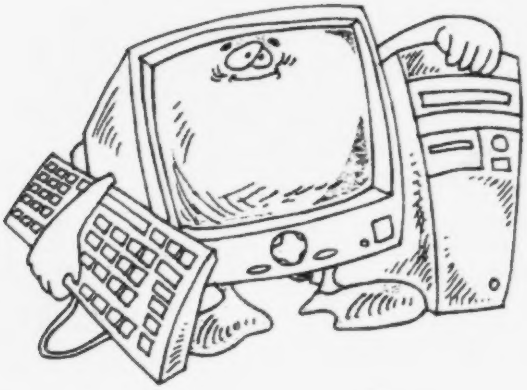
1. **Computer labs** — a benefit is that the entire class can do the same problem at the same time and the teacher can give the whole class instruction. A drawback would be scheduling conflicts with other classes wanting to use the lab.

2. **One-computer classroom** — although not the ideal, having one computer in the classroom is preferred to having no computer. Students may work alone or in pairs as opportunity becomes available. Sometimes the teacher is the only person using the computer, but the teacher should structure the classroom in such a way that students are also given opportunity to use the computer.

3. **Computer groupings** — this arrangement has several computers in a station or center within a classroom. It allows for student rotation and is preferred to a single computer in the classroom. With careful planning on the teacher's part, the entire classroom can be involved in one activity while another group is working on the computer.

4. **Laptops** — If a school has a large number of laptop computers, many times the laptops are provided by a partnership between the school and local or national businesses, or through a grant. Some states have discussed transferring written textbook information to CD format and providing every student with a laptop computer.

4. **COWS (Computers on Wheels)** — Some schools have computers available on a mobile cart for teachers to check out and bring to the classroom. This allows for classroom access to computers.



WHICH SOFTWARE SHOULD I USE?

Software programs, called applications, allow the user to accomplish work (or fun) on the computer. A word processing program is used to type, save, edit, and print documents, such as letters, memos, lesson plans, etc.

A database program is used to collect, organize, and sort similar information on a number of items. For example, a collection of files can be entered into a database. The similar information of each file will be entered into fields, such as name of book, author, number of pages, reading level, etc. The files can then be searched or sorted for specifically desired information.

A spreadsheet program is used for calculating data in a report format. By organizing text and numbers into rows and columns, a spreadsheet document can be utilized as a checkbook, ledger, budget sheet, gradebook, and more.

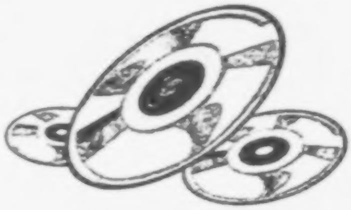
Other types of application programs include telecommunications programs, draw and paint programs, educational programs, multimedia programs, and games.

Knowing how to select and purchase software is valuable to the teacher. The specifications of the computer are the guidelines used in selecting software that is compatible. The specifications include the platform, the amount of RAM, the size of the hard drive, the type of monitor, the version of the operating system, and sometimes additional information about the printer and/or other peripheral devices.

For information and assistance with educational software, the Texas Education Agency provides a link for help:

www.tea.state.tx.us/technology/ta/resources.html

Scroll to the bottom and click on *EvaluTech*. EvaluTech is a searchable database that contains more than 7,000 reviews of instructional materials recommended for classroom use in kindergarten through grade 12. Trained reviewers using extensive criteria evaluate these materials. Products evaluated include computer software, audio/visual materials, CD-ROM-based reference databases, Web sites, and print materials. Evaluation criteria include some correlation to state student academic standards. There is no fee for searching or printing reviews.
In addition to searching for reviews, you can view and print the criteria used by evaluators. Links to other organizations and states that also evaluate software are provided. School library media specialists can access a separate bibliography of evaluation resources.



TA 134

T-Chart Template

TA 135

Sample Software Categories

Word Processing Program — used to type, save, edit, and print documents.

Database Program — used to collect, organize, and sort similar information or a number of items.

Drill and Practice Software — an opportunity to practice and apply facts and skills that have already been introduced; written for individualized instruction; good programs in this area are highly motivational. An example would be an "English as a Second Language" software package.

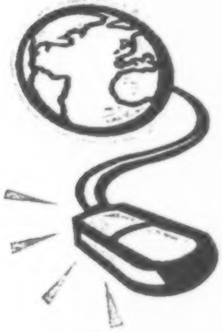
Tutorials — simulates a human tutor or introduces new subjects. An example would be learning to use a computer tutorial software or a Spanish language tutorial.

Spreadsheets — used to calculate, graph, and manage large groups of data. An example would be *Excel.*

Simulations – progresses beyond practice; simulates or replicates real-life situations; allows students to explore and manipulate and is highly motivational. For example, a student could excavate an archeology dig via the Web.

Educational games — combines education and entertainment; often emphasizes competition between players or against game standards; teachers use an interesting way to approach a topic. An example would be *The Oregon Trail.*

Multimedia and Hypermedia — different combinations of media and communication; integrating text, photos, graphics, sound, animation, photos, and videos. Examples include some brands of computer encyclopedia software.



WebQuests

What is a WebQuest?

An inquiry-oriented activity in which some or all of the information with which students interact comes from resources on the Internet

Components of a WebQuest:

1. An **introduction** to set the stage and provide background
2. A **task** that is doable and interesting
3. **Information sources** needed to complete the task
4. A description of the **process** the learners will complete
5. **Guidance** on how to organize information acquired
6. A **conclusion** that brings closure to the quest

Source: WebQuest Site at San Diego State University:
webquest.sdsu.edu

TA 137

Exploring Professional Organizations

- Name of organization

- Address, including Web site URL

- Goals/Mission

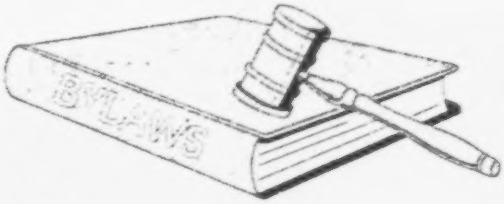
- Number of members

- Member benefits

- Cost of membership

- Professional development opportunities and conferences

- Publications/products



Student Youth Organizations

▲ Participation in student youth organizations provides students unique opportunities to develop communication and leadership skills, while reinforcing content-specific knowledge and skills learned in classes. Two student organizations that are available to students participating in teacher preparation courses are Family, Career and Community Leaders of America (FCCLA) and the Texas Association of Future Educators (TAFE).

Family, Career and Community Leaders of America

Family, Career and Community Leaders of America (FCCLA) is a dynamic and effective national student organization that helps young men and women become strong leaders in families, careers, and communities through family and consumer sciences education. It involves approximately 240,000 students in all fifty states, the District of Columbia, Puerto Rico, and the Virgin Islands. Texas membership in 1997-98 was approximately 26,000 with 1,090 chapters.

Family and consumer sciences teachers serve as local FCCLA advisors. Members are students through grade 12 who are taking or have taken family and consumer sciences courses. Working through nearly 10,000 local chapters, FCCLA members develop and lead projects that address important personal, family, career, and societal issues related to family and consumer sciences education.

FCCLA is a nonprofit national vocational student organization for young men and women. It is one of the nation's largest vocational student organizations and is open to students of all races and religious beliefs.

The mission of FCCLA is to promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and vocational preparation.

Purposes of Family, Career and Community Leaders of America include the following:

- Provide opportunities for personal development and preparation for adult life.
- Strengthen the function of the family as a basic unit of society.
- Encourage democracy through cooperative action in the home and community.
- Encourage individual and group involvement in helping achieve global cooperation and harmony.
- Promote greater understanding between youth and adults.
- Provide opportunities for making decisions and for assuming responsibilities.
- Prepare for the multiple roles of men and women in today's society.
- Promote family and consumer sciences and family and consumer sciences related occupations.

Student Youth Organizations, cont'd.

Texas Association of Future Educators

The Texas Association of Future Educators (TAFE) was started in 1984 and is sponsored by the Texas Association of Secondary School Principals (TASSP). In 1998-99 there were about 200 member schools, representing all parts of the state.

Purposes of the Texas Association of Future Educators include the following:

- Recruit qualified youth to become teachers to eliminate shortages within the profession.
- Provide students with valuable experiences in high school that will keep them committed to becoming teachers throughout their college career.
- Counsel and provide information to students to change and enhance the image of the teaching profession.
- Create conditions in the state that encourage the very best and brightest students to choose to become educators.

Any teacher with a sincere interest in working with students and enthusiasm for the teaching profession is welcome as a sponsor. TAFE is not affiliated with any one teacher organization but is endorsed by the Association of Texas Professional Educators.

Membership in TAFE is open to all high school, middle school, and junior high school students, with junior and middle school participation limited to the local and district levels. Each school chapter operates independently according to its constitution and school district rules and regulations. Examples of activities that are encouraged through TAFE include teaching or tutoring experiences, appreciation activities for teachers and staff, leadership training, and service projects at school and in the community.

Teachers as Researchers

1. What is a teacher-researcher?

2. What are three sources of educational research you might find valuable (based on subject-matter and grade-level interests)?

3. What three government agencies help teachers improve classroom practice through research application?

4. What is action research?

5. Work with your field-site teacher to identify questions, issues, or problems that would form the basis for a simple action-research project in your field-site classroom. List these below.

6. Work with your field-site teacher to select one of the questions, issues, or problems identified in #5. On a separate sheet of paper, develop an action plan for investigating the question.

TA 140

SBEC Standard IV: Continuing Professional Development

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

Continuing Professional Development

The beginning teacher is able to:

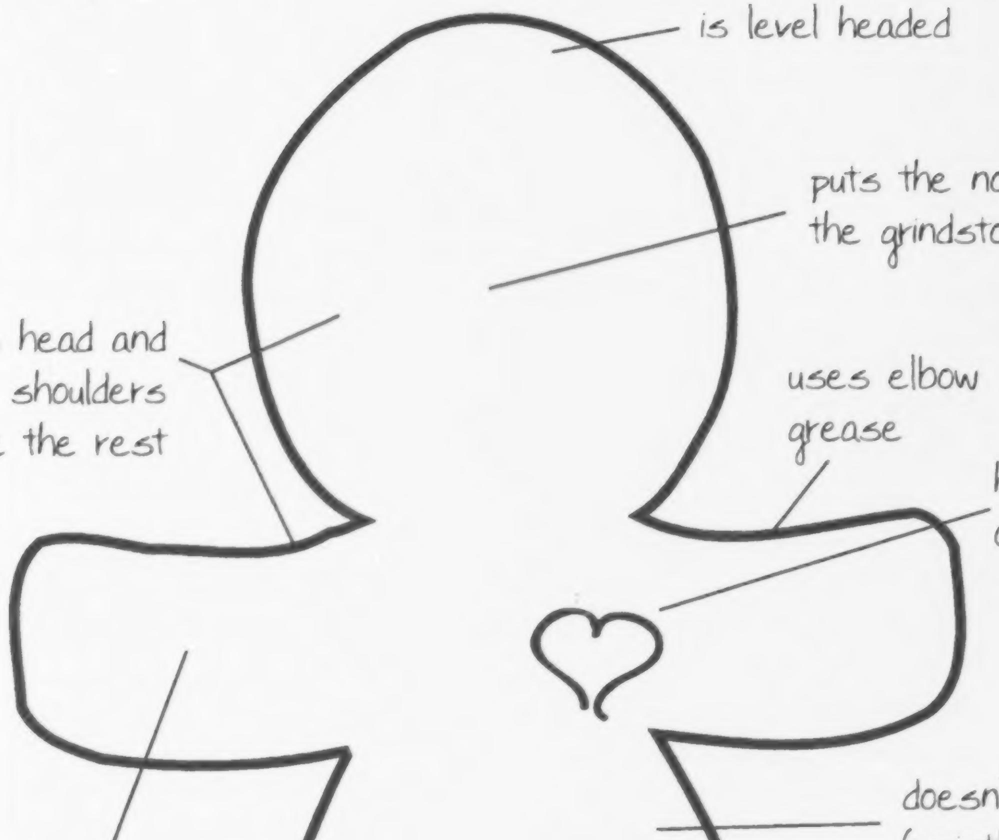
4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);

4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);

4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and

4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

A good teacher...



is level headed

puts the nose to the grindstone

is head and shoulders above the rest

uses elbow grease

has a heart of gold

doesn't waste (waist!) time

welcomes students with open arms

will give students a leg up

jumps in with both feet

starts off on the right foot

TA 142

A Perpetual Calendar of Special Events

September
- Johnny Appleseed's Birthday (26th)
- Labor Day
- March Of Dimes Reading Champions
- Mexican Independence Day (16 de Septiembre)
- Grandparents' Day

October
- Fire Prevention Week (1st week)
- Dia de la Raza
- Red Ribbon Week
- Great American Smokeout
- Halloween Safety

November
- National Children's Book Week (2nd week)
- Thanksgiving

December
- Christmas in other cultures, Hanukkah, Kawanzaa

January
- Martin Luther King Jr. Day

February
- Black History Month
- Groundhog Day
- Valentine's Day (14th)
- Presidents Day

March
- National Nutrition Month
- Texas Independence Day

April
- Child Abuse Prevention Month
- National Library Week (2nd week)
- Earth Day (22nd)

May
- National Teacher Appreciation Week (1st week)
- Cinco de Mayo
- Mother's Day
- Memorial Day

Education Careers: Student Incentives

◆ Because of the current emphasis on teacher recruitment, a number of incentives are available to students who plan to pursue education careers. These incentives may be in forms, such as financial aid, certificates, articulated credit, or contractual agreements, for future employment.

Examples of student benefits and incentives include the following:

- Students participating in teacher preparation courses receive training and experiences that facilitate scholarships (FCCLA and otherwise) and other financial assistance supportive of further education and preparation to become a certified teacher in Texas.
- Through participation in teacher preparation courses, students can receive training and experiences necessary to qualify for certification as an educational aide through the State Board for Educator Certification. As a certified educational aide, students will have advantages in employment opportunities and pay level beyond high school.
- The Educational Aide Exemption Program provides need-based tuition and fee exemptions for eligible students as they complete teacher certification requirements at a Texas public institution of higher education. If a district chooses to pay students for any of the related course field experience, this "employment" by the district can count as educational aide experience (one or more years equaling the number of school years in which the employment occurred) required for eligibility for this financial aid program.
- Districts can design their local teacher preparation initiative to include a sequence and combination of courses that will make student completers eligible for articulated credit at post-secondary institutions. This qualifies as an advanced measure for the distinguished achievement graduation.
- Districts can design their local teacher preparation initiative to include incentives for top quality, advanced student participants. Examples include paid internships for second-year students their senior year and written agreements from the district to program completers committing hiring preference for the student upon completion of certification requirements and return to the district.

An excellent gateway to additional information regarding student incentives is the following Educator Preparation Web site sponsored by the Texas Higher Education Coordinating Board: *http://www.thecb.state.tx.us/Partnerships/teachprep.htm*

If the above URL changes, the site can be accessed through the Coordinating Board Web site (*www.thecb.state.tx.us*); look for Partnerships, then Educator Preparation. Currently, the site contains links to several additional sources of information, such as the following:

- Texas TEACH (the Texas A&M University System's Teacher Recruitment and Retention Network)
- National Teacher Recruitment Clearinghouse
- Educational Aide Tuition Exemption Program
- Early Childhood Care Provider Loan Repayment Program
- Teach for Texas Conditional Grant Program
- Various guidelines for educator preparation programs

Activity Assessment

Activity:

Criteria	3	2	1
Depth and breadth of research	offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	relates major facts to the basic topic with fair degree of accuracy; uses two references	provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference
Application of knowledge	demonstrates in-depth understanding of the topic; accurately employs all parts of the information	demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic
Written/Oral communication	presents a well organized presentation; message is easily understood	presents a somewhat organized presentation; message is vague	presentation is unorganized; message tends to wander or ramble and hard to understand
Creativity	imaginative, self-initiated finding and use of resources; extensive originality in presentation	considers provided materials; demonstrates adequate originality in presentation	lacks initiative when finding and using resources; lacks originality in presentation

Self-Reflection: On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

Adapted from Family and Consumer Sciences Education Association (1994). *How do we know they know?* Publication# A261-08482 ISBN 0-911365-35-4

TA 145a

Brochure Assessment

Part A: Circle the number that indicates how effectively the brochure meets the stated criteria.

	3	2	1
Quality of Research	Accurate analysis of the research Reliable sources Three or more references used	Fair degree of accuracy Some reliability of resources Two references used	Basic information with inaccuracies Questionable reliability One reference used
	3	2	1
Application of Knowledge	Demonstrates in-depth understanding of the topic Accurately uses information in the brochure	Demonstrates general understanding of the topic Uses research information with a fair degree of accuracy in the brochure	Lacks understanding of the topic Uses only the basic parts of the information; several misconceptions
	3	2	1
Written Presentation	Well organized content Attractive, well-designed format Message is clear and easy to understand Typed or computer-formatted Strong eye appeal	Generally well-organized content Adequate design for format Message is sufficiently understood Typed or computer-formatted Adequate appeal	Unorganized content; hard to follow Unattractive format Message is difficult to understand Handwritten or type lacks neatness
	3	2	1
Creativity	Imaginative; originality demonstrated Graphics that make the work "come alive"	Adequate creativity Some use of graphics that add to the presentation	Lacks originality Few or no graphics used, or graphics do not relate to text

Brochure Assessment, Cont'd.

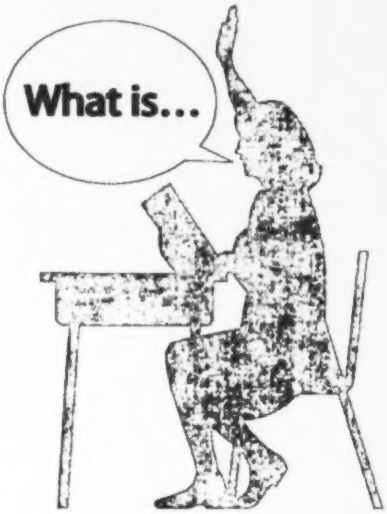
Part B: Write a paragraph that describes how you can use the knowledge gained from this activity.

Source: Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Used with permission.

"Jeopardy" Game Instructions

1. Use questions and answers written on 3" x 5" cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.

2. Divide 3" x 5" cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points. Write the point value on the front of the card (along with the answer).



3. Form teams of 3 to 4 students, and give each team a colored "responder" card.

4. Have each team select a team captain and team scorekeeper.

5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.

6. All team responses must be given in the form of a question. For example, you say, "providing their children with proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to the physical development of their children?"

7. If the first team to respond gives the correct answer, it receives the point value for that item. If the team answers incorrectly, then the point value is subtracted from its score and another team is give the opportunity to answer.

8. The team captain must confer with the team members before responding with a question.

9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.

10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.

11. The team with the highest score is the winner.

Netiquette

Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [:)] to show you are kidding.

Web Site Evaluation

Title of Site: ____
URL: ____

Evaluate the Web site you visited using the criteria described below. Circle the number you think the site deserves for each catagory. Justify your rating by writing a brief explanation using the space provided.

Key: 4 = Excellent, 3 = Satisfactory, 2 = Unsatisfactory, 1 = Poor

Criteria	Ranking	Explanation
Publisher is a reputable organization	4 3 2 1	
Information is reliable	4 3 2 1	
Sources of information are stated (Information can be verified)	4 3 2 1	
Author can be contacted for clarification	4 3 2 1	
Material at this site is useful, unique, and accurate	4 3 2 1	
Purpose of the resource is clearly stated	4 3 2 1	
Site contains original information not simply links	4 3 2 1	
Web site is updated frequently Date of last update: ____________________	4 3 2 1	
Ease of movement from page to page, link to link, and item to item	4 3 2 1	
Graphics/sounds/video make a significant contribution to the site	4 3 2 1	
Each graphic/sound/video serves a clear purpose	4 3 2 1	
Site has its own search engine	4 3 2 1	
Site is easily browsable or searchable	4 3 2 1	
Web site accessibility is fast (response time)	4 3 2 1	
Limited number of links lead to dead-ends	4 3 2 1	
Non-members have access to all or part of the site	4 3 2 1	
A name and password must be registered before having access to the site	4 3 2 1	
Overall Web site evaluation	4 3 2 1	

Differentiating the Levels of Electronic Portfolio Implementation*

0	1	2	3	4	5
All documents are in paper format. Some portfolio data may be stored on videotape.	All documents are in digital file formats, using word processing or other commonly-used software, and stored in electronic folders on a hard drive, floppy diskette, or LAN server.	Portfolio data is entered into a structured format, such as a database or HyperStudio template or slide show (PowerPoint or AppleWorks) and stored on a hard drive, Zip, floppy diskette, or LAN server.	Documents are translated into Portable Format with "hyperlinks" between standards, artifacts, and reflections using Adobe Acrobat Exchange and stored on a hard drive, Zip, Jaz, CD-R/W, or LAN server.	Documents are translated into HTML, complete with "hyperlinks" between standards, artifacts, and reflections, using a web authoring program and posted to a WWW server.	Portfolio is organized with a multimedia authoring program. Incorporating digital sound and video is converted to digital format and pressed to a CD-R/W or posted to WWW in streaming format.

***Scale rating**: 0=little or no technology to 5=sophisticated multimedia programs

Adapted From: *http://transition.alaska.edu/www/portfolios/toolsarticle.html#BM4*

PT 150a

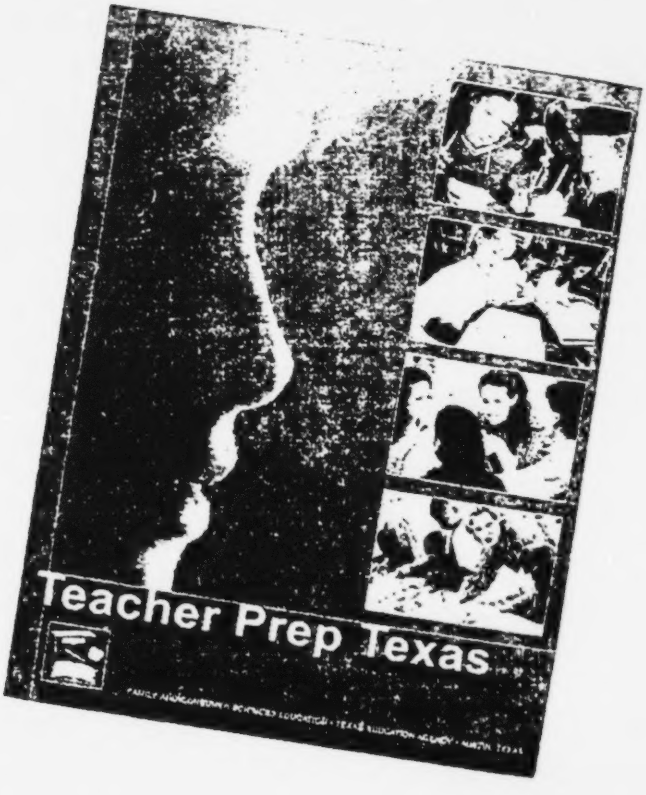
Resource: *Teacher Prep Texas Coordinator Guide*

The *Teacher Prep Texas Coordinator Guide*, which is available from The Curriculum Center for Family and Consumer Sciences, contains several program tools that will be helpful in managing the Ready, Set, Teach! I & II course. Examples include the following resources and sample tools from section VIII of the Guide:

III-6	Starting a Teacher Prep Program
III-7	Innovative Course Approval Documents
V-12	Teacher-Coordinator Responsibilities
V-13	Student Responsibilities
V-14	Parent/Guardian Responsibilities
V-15	Responsibilities of the Field-Site Teacher
V-16	Sample Admission Requirements
V-17	Sample Application for Enrollment
V-18	Interview Guide
V-19	Field Experience Assignment Sheet
V-20	Observation Techniques
V-21	Management of Student Instruction
V-22	Utilizing Educational Technology in Family and Consumer Sciences Teacher Preparation
V-23	Information for Field-Site Teachers
V-24	Use of Training Plan Agreements
V-25	Training Plan Agreement, Unpaid Work-Based Instruction
V-26	Training Plan Agreement, Paid Work-Based Instruction
V-29	Training Plan: Ready, Set, Teach!
V-30	Training Plan Continuation Page
V-31	Child Labor Laws
V-32	Weekly Training Report
V-33a	Yearly Report of Field Experience Hours (Unpaid, First Semester)
V-33b	Yearly Report of Field Experience Hours (Unpaid, Second Semester)
V-34a	Yearly Wage and Hour Report (First Semester)
V-34b	Yearly Wage and Hour Report (Second Semester)
V-35	Field-Site Classroom Info Sheet
V-36	Site Observations/Daily Management
V-37	Work Verification Sheet
V-38	Student Data Sheet
V-39	Classroom Performance Evaluation
V-40	Evaluation of Field Experiences
V-41	Formal Observation of Student Lesson Presentation
V-42	Guidelines for Field-Site Classroom Assignments/Self-Evaluation for Unobserved Activities
V-43	Family and Consumer Sciences Teacher Prep Career Portfolio
V-44	Evaluating a Teacher Prep Texas Program

Resource: *Teacher Prep Texas Coordinator Guide, cont'd.*

V-45	Student's Evaluation of Personal Achievement
V-46	Filing System
VI-47	Certificate of Completion
VI-48	Certificate of Appreciation
VI-49	Sample Business Card: Teacher Coordinator
VI-50	Sample Business Card: Student
VI-51	Clip Art: Teacher Prep Texas Logo
VI-52	Sample Public Relations Planning Chart
VII-53	FCCLA Chapter Start-Up Checklist
VII-54	Integrating FCCLA Programs into Teacher Prep Texas
VII-55	Examples for Integrating FCCLA Programs into Teacher Prep Texas



Teacher Prep Texas

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Child Development, Education, and Services: Examples of Family and Consumer Sciences Career Opportunities

ENTRY
High School Diploma

- Child Care Assistant/Infant-Toddler Care
- Child Care Assistant/Preschool Child Care
- Child Care Assistant/School-age Child Care
- Child Care Assistant/Special Needs
- Family Child Care Provider
- Preschool Aide
- Recreation Aide
- Teacher Aide - Elementary
- Teacher Aide - Middle School
- Teacher Aide - High School

TECHNICAL
Postsecondary Education

- After-School Program Supervisor
- Associate Teacher/Preschool Child
- Associate Teacher/Special Needs
- Case Manager
- Certified Nanny
- Child Care Activities Coordinator
- Child Care Center Supervisor
- Family Child Care Supervisor
- Head Start Teacher
- Parenting Specialist
- Preschool Teacher
- School-age Care Coordinator
- School-age Care Program Director
- Social Services Aide
- Special Education Aide
- Teacher Aide

PROFESSIONAL
College / University Graduate

- Certified Social Worker
- Certified Special Education Teacher
- Child Care Center Administrator
- Child Care Center Director
- Child Life Specialist (hospitals, military)
- Child Protective Services Case Worker
- Child Psychologist
- Consultant or Sales Representative (for Manufacturers of Equipment, Toys, and Playgrounds)
- Curriculum Developer
- Curriculum Specialist (with Childcare Management Systems, such as Dept. of Human Services or Head Start)
- Early Childhood Certified Teacher
- Elementary/Secondary Teacher
- Family and Consumer Sciences Educator
- Family and Consumer Sciences Extension Agent
- Preschool Director
- Publications Specialist
- Public School Administrator
- Resources and Referral Case Worker
- Teacher Educator
- Teacher Trainer
- Teen Parenting Center Coordinator

Internet Sources for Career Opportunities in Education

Directions: Explore the Internet sites listed below. Describe how each site could be beneficial in helping explore career opportunities in education.

- American Association for Employment in Education
  www.aaee.org

- National Teacher Recruitment Clearinghouse
  www.recruitingteachers.org

- State Board for Educator Certification
  www.sbec.state.tx.us

- Texas Association of School Administrators
  www.tasanet.org

- Texas Education Agency
  www.tea.state.tx.us

- U.S. Department of Education
  www.ed.gov

PT 153

Student ______________________________ Grading Period __________

Ready, Set, Teach!
Evaluation of Student-Intern

Major Grade: Some criteria may apply to more than one category. Specific considerations will vary between students, campuses, and grading periods. Evaluators may consider all the descriptions that are applicable and/or substitute others. Additional comments may be instructional.
Students should not be penalized due to limited opportunities during a grading period.

20 POINTS EACH

Professionalism: appearance; attitude; complies with policies and rules; shows integrity; works to improve and increase knowledge and skills; seeks and accepts suggestions and constructive criticisms; cooperates with staff; acknowledges and responds to guests and parents appropriately; attendance; punctuality; appropriately flexible; demonstrates respect for self and others; willingly accepts assignments and reassignments; shows initiative; anticipates and responds to needs of staff and students; respects and maintains confidentiality; reliable, dependable. ____________________

Communication Skills: appropriate voice projection and volume for circumstance; enunciates, grammatical proficient in writing and speaking; correctly uses approved handwriting method on board, charts, etc; uses vocabulary appropriate for situations; uses technology appropriately. ____________________

Performance of Classroom Instructional Duties: assists staff to enhance learning: has command of subject(s); plans, organizes, and presents lessons related to instructional (TEKS) objectives and/or enrichment themes; motivates students; demonstrates an increasing mastery of the lesson cycle; uses effective instructional methods and questioning skills; encourages higher order thinking skills as appropriate; actively involves students in the leaning process; monitors lessons and makes adjustments to appropriately modify and challenge students to meet the academic needs of the class and individual students; works well with individual students and with large and small groups; develops and/or obtains and uses appropriate instructional materials. ____________________

Performance of Classroom and Campus Management Duties: Uses positive reinforcement to encourage appropriate behaviors; contributes to the maintenance of pleasant and safe campus and classroom environment, makes expectations clear with words and actions; follows teachers' and campus' discipline management plan(s); models appropriate behavior; supervises students in classroom and other campus settings. ____________________

Campus and Classroom Clerical and Non-instructional duties:
Accurate, neat, meticulous, efficient, organized, meets time lines, follows instruction. ____________________

Total Score: __________

Signature ______________________________ **Date** ____________________
Name ______________________________ **Campus** ____________________

Contributed by Ann Pogue, South Grand Prarie High School.

PT 154

Bulletin Board Rubric

Creativity	25 points	________
Theme	10 points	________
Attractiveness	20 points	________
Neatness	20 points	________
On time	20 points	________
Written description	5 points	________

Bulletin Board Rubric

Creativity .... 25 points ________
Theme .... 10 points ________
Attractiveness .... 20 points ________
Neatness .... 20 points ________
On time .... 20 points ________
Written description .... 5 points ________

Contributed by Karen Muennink, Hondo High School.

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THE CURRICULUM CENTER
FOR FAMILY AND CONSUMER SCIENCES

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Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC
Educational Resources Information Center

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